

BUSINESS EDUCATION WORLD

Contents

NOVEMBER
1951

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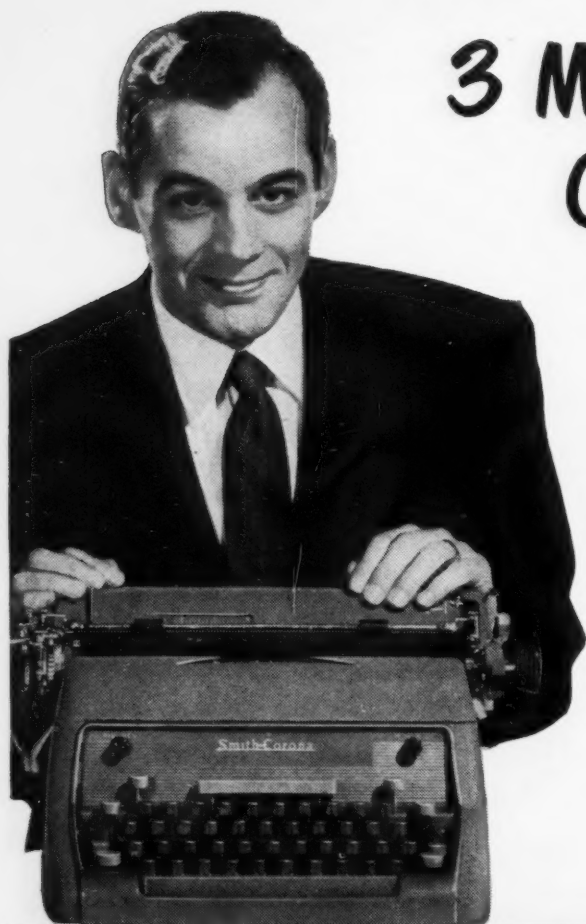
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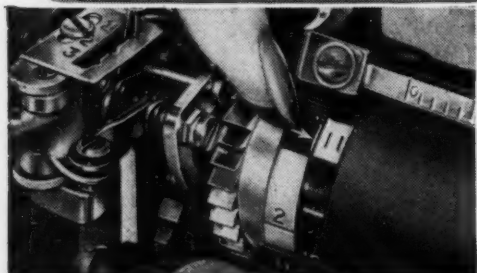


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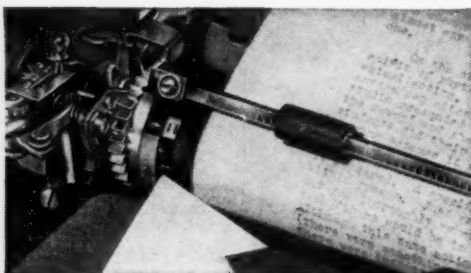
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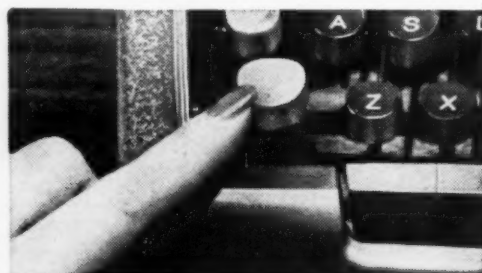
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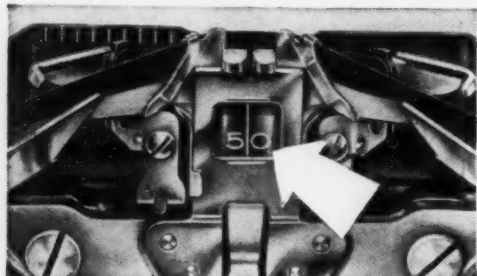
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and *keeps* telling you exactly how much space is left as you type to the very end of the page. Saves retyping hundreds of pages a month!



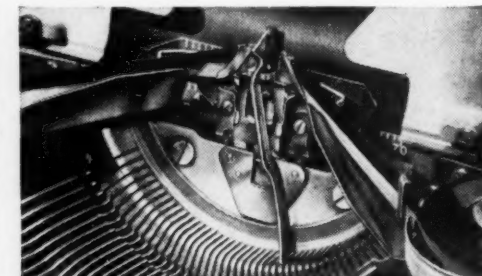
NEW! DELUXE FLOATING SHIFT makes shifting as easy as tapping a type key! A famous Smith-Corona "first" now new and improved.



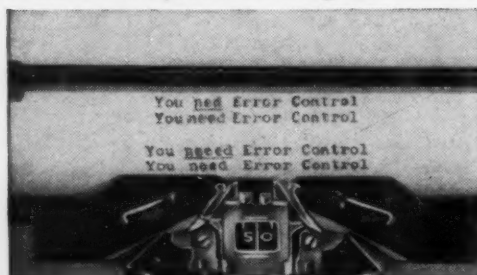
NEW! SCALE SCOPE magnifies carriage scale under printing point. Pops number up big and clear—lets you read it at a glance.



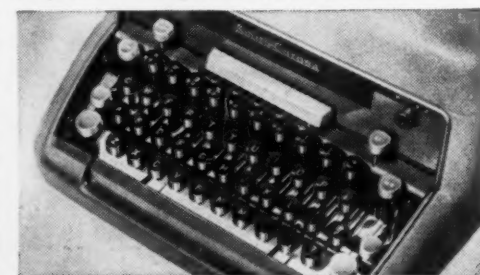
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BUSINESS SCENE

■ **Ceilings for Salary Workers** — Pay ceilings for salaried workers are gradually being spelled out by the Salary Stabilization Board; they apply to all personnel exempt from the wage-hour law, such as executives, professionals, etc.

• *For a while* it looked as if economic stabilization policies were going to be soft for wage earners and tough for salaried employees. Recent rulings have changed that outlook.

Under the new SSB rules, salaries will move in tandem with wages. If anything, employers suddenly find they can do more for salaried employees than for wage earners.

• *Three SSB regulations* govern the situation:

Regulation No. 1 permits salaries to be 10 per cent above their January 1, 1950, base, without a "by your leave" from Washington.

Regulation No. 2 gives companies blanket approval to continue existing profit-sharing, Christmas, and year-end bonus plans.

Regulation No. 3, newest ruling, permits "merit" and length-of-service increases 6 per cent above what is allowed in Regulation No. 1—or, 16 per cent.

Those regulations deal with the "same man in the same job." But if Jones, who has been production manager, is promoted to a vice-presidency, he can have his salary doubled, tripled, or quadrupled without anyone in Washington being interested except the tax collectors—just so the doubling, tripling, or quadrupling doesn't carry Jones more than 16 per cent beyond what the company usually pays its vice-presidents.

■ **Escalator Clauses**—One of the top points of argument in industrial management and in consumer economics is the new clause, appearing in more and more labor contracts, that ties automatic adjustment of wages to the cost-of-living index. "Escalator clause," it is called by some; and the type of contract in which it is used has come to be known as the "General Motors type."

• *Attacks have been made* on the escalator clause on the grounds that it is "a recklessly inflationary" measure (says Henry Hazlitt, of *Newsweek*) or "an automatic mechanism of inflation" (says Mark Sullivan, of the *New York Herald Tribune*). They and many who agree with them say, in effect, "Yes, the escalator clause is supposed to ad-

just wages either up or down, but it always goes up, because of the momentum created by each new upward adjustment and the impact that that adjustment itself has on the cost of living."

• *But a strong defense* has come from Charles E. Wilson, the GM president (not the chief mobilizer). He argues that (a) giving increases via the c-o-f-l route have been less than other industries have had to grant; and (b) that—to everyone's surprise—productivity keeps pace with escalator-clause wage increases.

"We did achieve an improvement in labor efficiency somewhat in excess of the 2½ per cent we granted to the men," he said. "This leaves us some margin for continued product improvement and to give the customer more for his money."

■ **Automobiles**—Auto shortages aren't likely until next spring. Output is down, to be sure; and there has been a slight decline in dealers' stocks. But we are still producing at the rate of more than 4½ million new passenger cars a year. Moreover, autumn and early winter are always slow seasons.

That 4½ million cars is higher than any prewar year.

• *You may have noted* that car manufacturers haven't been whooping up new models, as they usually do at this time of the year. The truth is that there may not be much change, if any, in most 1952 models. Some face lifting is the gist of it.

A few new engines will come out, notably at Lincoln and Mercury, and maybe the new six-cylinder job at Ford. Dodge and DeSoto may bring out new engines, too. But not much more than shifted chrome is expected beyond those changes.

Why? (a) With fewer cars to be made, manufacturers feel that they will be able to sell all they can make without changing models. (b) Material shortages have upset the usually orderly delivery scheduling; manufacturers aren't sure that they can announce and deliver present models, let alone new ones.

(c) No company knows for sure that it can get tools for making assembly-line changes; steel expansion now has the top priority, ironically enough, on steel production. (d) Sales are not too good, but good; new models are normally a shot-in-the-arm for sales, but the present rate is just good enough not to need the shot.

■ **What Businessmen Talk About—**

• *Steamship companies* agreed to ac-

NON-TIPPING TYPING DEMONSTRATION TABLE

• ALL-STEEL
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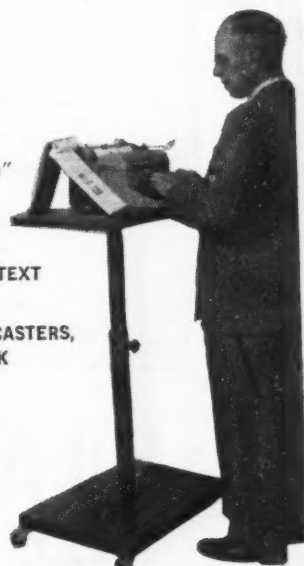
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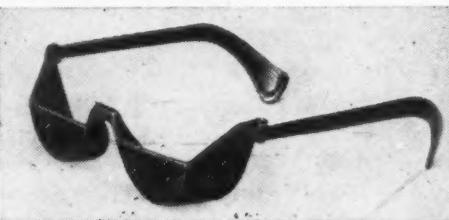


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BEW-11

cept \$75 a day for each ship they operate for the Government, under a new general-agency contract. That's halfway between the \$50 paid in World War II and the \$100 demand made by the operators. The pact affects 44 firms operating 281 freighters for the National Shipping Authority.

• *Hadacol* broke up its famous roadshow with a farewell performance in Dallas. The new owners (BEW, Oct., p. 58), it is said, thought the show was undignified and want to switch to newspaper and radio advertising.

• *At-the-desk coffee* is saving Prudential Insurance Company a lot of clerical time in its Newark offices—but luncheonettes in the neighborhood are up in arms because of Prudential's "unfair" competition in serving coffee and pastries at cost to employees. Luncheonettes that depended on between-meal snacks say they are being forced out of business.

EDUCATION NEWS

■ **Science Foundation?**—For some years American scientists have urged the establishment of a Federally subsidized foundation to train researchers. The President agreed, and Congress passed legislation authorizing the "Science Foundation." A budget of \$14 million was planned.

Now Congress has effected a 98 per cent cut in the funds. Dr. Alan Waterman, director of the Foundation, explained, "The public does not yet understand or appreciate the meaning of *basic* research and the extent to which scientific progress is dependent upon the constant flow of new ideas from this source."

He had planned to use \$5 million for graduate and postdoctoral fellowships.

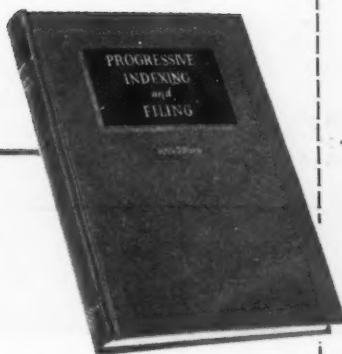
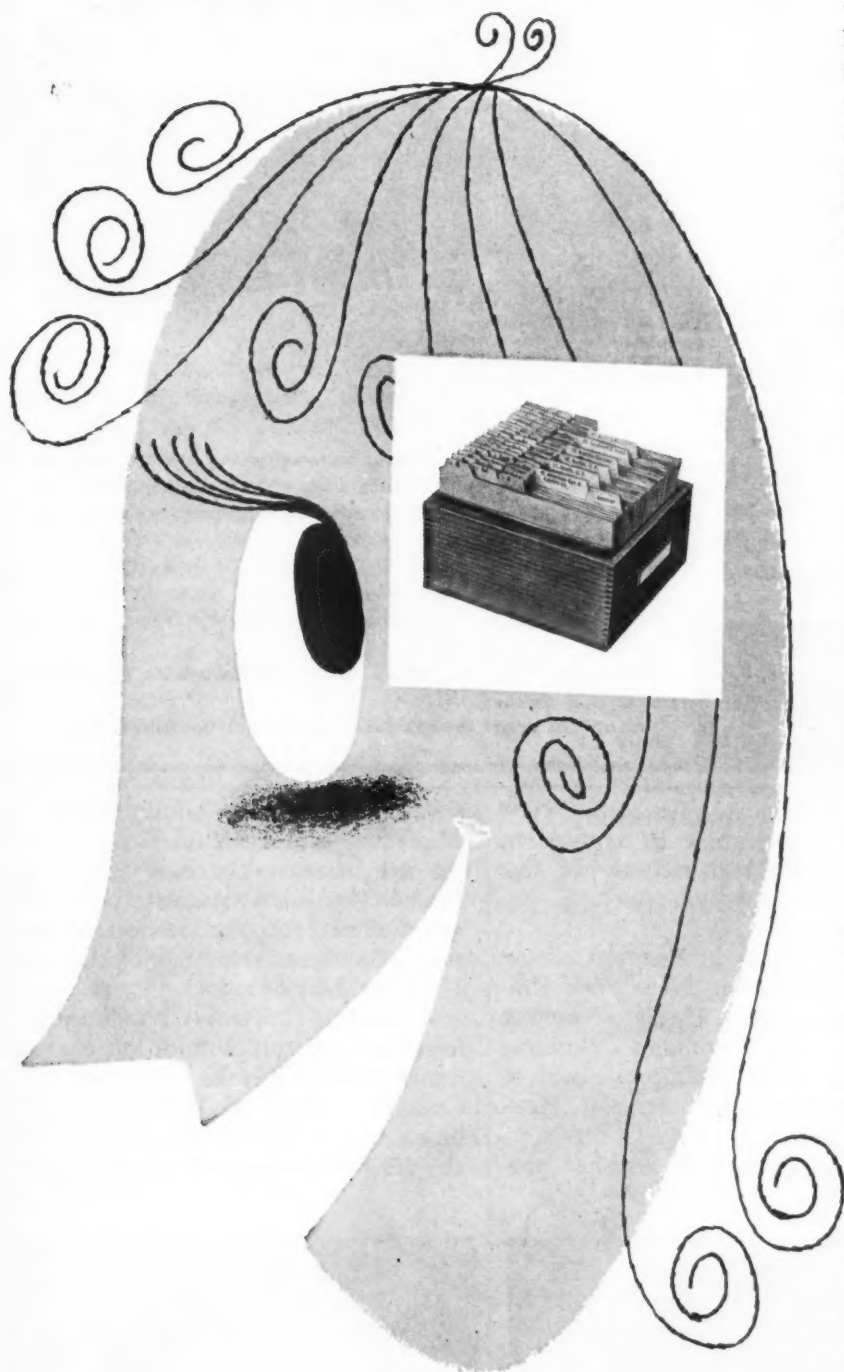
■ **The Big Five Per Cent**—Need money for your college? Look into "The Five Per Cent." It's a formula by which corporations may buy good will (at bargain prices) and colleges and universities may get large gifts from business.

Tax laws permit corporations to deduct as much as 5 per cent of before-tax profits to cover contributions. If all corporations were to take full advantage, total contributions would exceed \$2 billion a year. The contributions cost the firms only 23 cents on the dollar, in the final analysis.

■ **School-Owned Industries**—Business corporations which operate to support schools and colleges will be exempt from income taxes for 1950 and previous years, but may have to pay up for 1951 and in the future.

The most famous case in this controversy is the C. F. Mueller Company

how to keep smiling as you teach filing



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- ☐ Free movie "It Must Be Somewhere"

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School _____

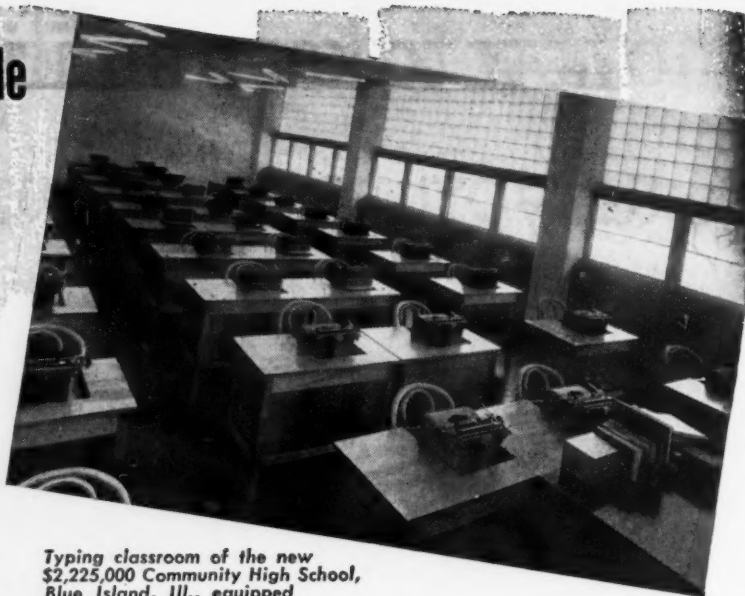
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(spaghetti manufacturer), whose profits go entirely to New York University. There has been a strong move in Congress to tax the profits of corporations that are run by universities. The Senate Finance Committee is studying the issue.

■ **Artistic Typists**—Winners in the 13th annual typewriter art contest (sponsored by JULIUS NELSON, of Baltimore), include:

- **First prize** (portable Underwood) for the contest went to MARCIENNE FRAPPIER, of the Presentation of Mary Academy, Hudson, New Hampshire; her teacher is SISTER M. FRANCIS de LAVAL.

- **The best set of artistic alphabets** was submitted by Marcienne's schoolmate, JACQUELINE l'HEUREX.

- **Top prize for the portrait** of a famous American went to LEOMA RITCHEY, Community School, Carlyle, Illinois; her teacher is WILMA DIECKMANN.

There were 1,032 entries from 117 schools in 41 states, Canada, Nova Scotia, and Puerto Rico.

School of Commerce, Rochester, New York, died at his home in September; he was 72. He had retired just five years ago.

■ Doctorates—

- JOHN J. GRESS, of Hunter College, Doctor of Education, New York University, June, 1951. Thesis: Teaching Difficulties of Beginning Business Teachers as Bases for Improvement of Instruction. Major Adviser: DR. HERBERT A. TONNE.

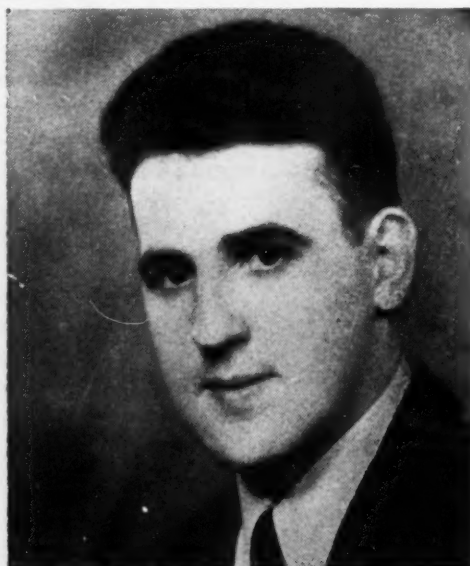
- JOHN L. PINEAULT, assistant pro-

fessor of Business Administration at Mankato State Teachers College, Doctor of Education, Teachers College, Columbia University, August, 1951. Thesis: Criteria for Certification of Business Teachers. Major Adviser: DR. HAMDEN L. FORKNER.

- ARCHIE C. THOMAS, assistant professor of economics and business administration at Kansas (Ft. Hays) State College, Doctor of Education, Oklahoma A. & M. College, June, 1951. Thesis: The Development of a Criterion

PEOPLE

■ **Bereavement**—HENRY JACOB LUNGER, for sixteen years the president of the



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Archie C. Thomas . . . now Ed.D.

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■ **Professional Changes—**

• REGIS LARKIN has left Fairmont State College to become general manager of the Penn Overall Supply Company of West Virginia, effective October 15. He is succeeded by E. E. McWHORTER.

• LOUIS C. NANASSY has been promoted from assistant professor to associate professor at the New Jersey (Paterson) State Teachers College.

• RAYMOND R. WHITE has left the University of California at Los Angeles to succeed E. E. HATFIELD as chairman of the Department of Secretarial Science at the University of Oklahoma, at Norman. Mr. Hatfield is remaining on the staff of the department as associate professor of secretarial science.

Mr. White, a former national president of Pi Omega Pi, taught in the public schools of Oklahoma and at the University from 1941 to 1949, when he went to UCLA. He has completed his course and residence requirements for his doctorate at UCLA.



Raymond C. White . . . chairman at Norman



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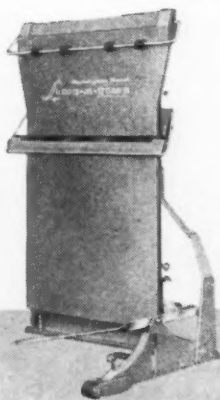
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John Frakes . . . Cleveland supervisor

• JOHN C. FRAKES, supervisor of distributive education in the Cleveland Public Schools for the past four years, has been appointed supervisor of business education for that city. Mr. Frakes earned his A.B. at Indiana (Terre Haute) State Teachers College, and his M.A. at Western Reserve University, at which institution he is now working on his doctorate. In addition to his D.E. experience, he has also taught for many years in secondary schools, chiefly at John Hay High School, in Cleveland; taught evening classes at Fenn College; and worked in retailing and insurance firms in Indiana and Ohio.

• SAMUEL W. CAPLAN has been promoted from teacher trainer of distributive education to assistant professor of distributive education at Teachers College, Temple University.

• W. L. PETERSON, after forty years of teaching experience, has retired from

his post as supervisor of business education in San Diego. His successor is ARTHUR F. WICKS, formerly a business teacher in the city's high schools.

GROUPS

■ The National, in Chicago—The convention of the National Business Teachers Association, business education's annual Christmas present to itself, meets this year at the Palmer House, in Chicago, during the Christmas school holidays. Happily, the dates (December 27-29) fall late enough for "Christmas at home" and early enough for "New Year's Eve at home," too.

The program announced is rich in interest, unusual features, and helpfulness; it constitutes a genuine Christmas gift for the thousand or more business teachers who will make the trek to Chicago.

• It's a double convention, actually, for most who will attend. The NBTA program starts on Thursday evening and continues through Friday and Saturday. (Christmas falls on Tuesday.) Meeting on Wednesday and Thursday in the same hotel will be the annual convention of private school league, the National Association and Council of Business Schools.

The two associations have organized their programs in such a way as to complement rather than compete with one another. Business educators are welcome at the meetings of both organizations.

• One very special feature will be the new "problem clinic," to be held in workshop fashion on Saturday morning.



SECRETARIAL INFLUENCE: Shown at a recent meeting in Chicago are members of the Institute for Certifying Professional Secretaries and advisory business council of the National Secretaries Association. (1) W. G. Turquand, Underwood Corp.; (2) Col. Roane Waring, NSA legal counsel; (3) Robert E. Slaughter, Gregg; (4) Dean Clifford James, Univ. of Baltimore; (5) Dr. Irene Place, Univ. of Michigan, dean of the Institute; (6) Dorothy Bentley, Lansing NSA; (7) Dr. Charles Hicks, Ohio State; (8) Dr. Estelle Popham, Hunter College; (9) Eunice Fallon, Royal Typewriter Co.; (10) Alicia Cogan, Brooklyn NSA; (11) Mary Barrett, NSA president, 1951-52; (12) Dr. Fred Tidwell, Univ. of Washington; (13) Lois Corbeil, A. B. Dick Co.; (14) Gladys Bauer, Santa Monica NSA; (15) Minetta Miller, Denver NSA; (16) Dr. Marion Lamb, Sacramento S.T.C.; and (17) Elizabeth Scott, NSA president, 1950-1951. Members of the advisory council were made honorary NSA members.

A score of leaders will be on hand to work with teachers on classroom problems, as submitted by the NBTA membership.

The program outline:

• **Wednesday, December 26.** Meetings of NA&CBS; arrangement of NBTA exhibits.

• **Thursday, December 27.** Meetings of NA&CBS during the morning and afternoon; registration of NBTA members, 9:00 a.m. to 8:00 p.m.; tours of Chicago and the A. B. Dick (Mimeograph) plant, 1:00 to 5:00.

8:00-9:30 p.m. First General Assembly, ROBERT FINCH (NBTA president) presiding. Keynote address: "The Interdependence of Business and Education," by DR. DWAYNE ORTON, IBM director of education.

9:30 p.m. to 12:30 a.m. Reception and dance.

• **Friday morning, December 28, 9:30 to 11:30.** Three meetings by academic classification: (1) *Secondary schools*, "Public Relations," with MARY YOCUM presiding and IRETT FERRIS, RAY RUPPLE, RALPH MASON, and JACK C. STAEHLE participating. (2) *Colleges*, "Effective Co-operation," with DR. STANLEY C. ROBINSON presiding and DR. PETER L. AGNEW, MACHENRY SCHAFER, JAMES C. WORTHY, and DR. JAMES M. THOMPSON participating. (3) *Private schools*, meeting jointly with NA&CBS, "Accreditation," with MARGUERITE BRUMLEY presiding and HUGH R. BARNES, H. EVERETT POPE, and HARRY W. NOCK participating.

• **Friday noon, December 28.** Luncheon under joint NBTA-NA&CBS auspices, DARLENE HELLER presiding.

• **Friday afternoon, December 28, 2:00 to 4:00.** Three meetings by subject matter: (1) *Secretarial*, "The Well-Trained Student," with DR. M. FRED TIDWELL presiding and PERLE MARIE PARVIS, DR. IRENE PLACE, and DR. FRED E. WINGER participating. (2) *Bookkeeping and accounting*, "Co-operation," with FORREST L. MAYER presiding and DR. A. C. FRIES, W. R. BLEW, and GEORGE PEARSALL participating. (3) *Distributive education*, "School and Community Relations," with ROBERT T. STICKLER presiding and JOHN A. BEAUMONT, MARJORIE SCHUCH, CHARLES S. DAVIS, MRS. GRACE MUTCHLER, RALPH MASON, JAMES COUGHLIN, REYNO F. BIXLER, LEROY J. DONALDSON, and ROBERT M. INYART participating.

• **Friday evening, December 28.** Annual banquet of Delta Pi Epsilon, with announcement of the winner of the 11th annual research award; and annual banquet of NA&CBS.

• **Saturday morning, December 29, 9:15-11:30.** Second General Assembly. (1) Election of officers. (2) "Problem Clinic in Business Education," with HOWARD WHELAND (NBTA first vice-president) presiding and selected leaders subsequently meeting with workshop groups of teachers.

• **Saturday noon, December 29.** Special luncheons of reunion and college groups.

• **Saturday afternoon, December 29, 2:00 to 4:00.** Four sectional meetings: (1) *Social-business*, "Teaching Techniques and Devices for Basic Business," with RAY HEIMERL presiding and DONALD RAFFETO, DR. A. DONALD BEATTIE, MEARL GUTHRIE, RUTH B. WOOSCHLAGER, MARJORIE MCLEOD, MILDRED KLAUS, and LELA J. JOHNSON participating. (2) *Office machines*, "Community and Business Ma-

* The NA&CBS program had not been released when this issue of BUSINESS EDUCATION WORLD went to press.

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chines," with H. J. LANGEN presiding and GORDON M. MOODIE, F. E. WARREN, and MRS. HAZEL FAULKNER participating. (3) *Private-school instructors*, "School and Community," with HARRY B. BAUERNFEIND presiding and A. RAYMOND JACKSON, MRS. LAUREL D. COOK, and W. E. KAMPRAH participating. (4) *Administrators and department heads*, "Community Resources," with DR. JOHN M. TRYTTEN presiding and JOHN A. BEAUMONT, CLARENCE B. CAREY, and MARY SULLIVAN participating.

• **Saturday evening, December 29, 6:00 to 9:30.** Annual NBTA banquet, with ROBERT FINCH presiding. Announcement of 1952 convention city; introduction of new president; drawing of door prizes; and address, "The Life of Your Time," by DR. TENNYSON GUYER.

9:30-12:30. Dancing and entertainment.

■ **AVA Convention**—The American Vocational Association will hold its annual convention in Minneapolis, November 27-30. The program of business-education meetings, directed by AVA vice-president JOHN A. BEAUMONT (Illinois state supervisor), includes the following:

• **November 27.** Meeting of state and local supervisors and teacher trainers, 2:00-4:00, ARTHUR WALKER (Virginia state supervisor), chairman.

• **November 28.** Luncheon meeting, SAMUEL C. GALE (vice-president of General Mills), speaker. 2:00-4:00, "Business Education Co-operates with Business," DR. WILLIAM BLACKLER (California state supervisor), chairman. Participants: MRS. KAY WAREHAM (Dow Chemical Company),

WENDEL W. BURTON (Minnesota Mining), DR. JOHN R. HAUBERT (Pennsylvania state supervisor), and ERNEST ZELLIOT (Des Moines supervisor).

• **November 29, 9:30-11:30.** "Teacher Training," DR. H. L. FORKNER (Columbia University), chairman. Participants: WILLIAM SCANLON (St. Paul principal), DR. J. M. TRYTTEN (University of Michigan), DR. ALBERT C. FRIES (Northwestern University), and DR. RAY G. PRICE (University of Minnesota).

2:00-4:00, "Business Education and the Total Curriculum," LYLE O. WILLHITE (Gregg Publishing Company), chairman. Participants: JUSTIN SWENSON (Pipestone, Minn., school superintendent), CLARENCE BLUME (Minneapolis principal), JAMES BOTHWELL (St. Paul co-ordinator), MARGARET ANDREWS (Minneapolis schools placement consultant), CLINTON A. REED (New York state supervisor), and WILLIAM B. HAWLEY (Michigan state supervisor of vocational education).

• **November 30, 9:30-11:30.** "Modernizing Instruction," FRANK LANHAM, chairman. Participants: DR. RUSSELL HOSLER (University of Wisconsin), JOHN DETTMAN (University of Minnesota), O. M. HAGAR (North Dakota state supervisor), and A. E. MISKO (Monroe, Michigan, co-ordinator).

■ **Thanksgiving on the Gulf**—When the Southern B.E.A. meets in Edgewater Park (Edgewater Gulf Hotel), Mississippi, at Thanksgiving time (Nov. 22-24), it will provide an integrated program on the up-to-the-minute topic, "Business Education Services in Mobilization."

• **Thursday** will kick off with the

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- ☐ Free booklet, "Your Correct Typewriter Height."
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annual Thanksgiving Day Fellowship Banquet and the keynote address, which will be given by Dr. J. L. McCaskill, who is NEA's director of legislation.

• *Friday morning* will feature a panel discussion on Mobilization.

• *Friday afternoon* will provide sectional meetings—bookkeeping and accounting, secretarial, distributive, private schools, college-university, and junior colleges—in which the Mobilization matter will be continued.

• *Friday evening* will be SBEA's annual banquet and ball.

• *Saturday morning*, all groups will reassemble for a summary discussion of the theme problem.

DR. JOHN MOORMAN is president of the Association.

■ Professional Calendar—

• *November 3.* South Carolina BEA, at Winthrop College, Rock Hill; Dr. H. L. FORKNER, speaker.

• *November 8.* New Jersey BEA, at Ritz-Carlton Hotel, Atlantic City; Mrs. Evelyn Stevens, presiding.

• *November 16-17.* Twenty-ninth annual conference of Indiana business teachers, at Ball State (Muncie) Teachers College, Dr. M. E. Studebaker presiding. (Note: Heretofore the Ball State Conferences have been held in February, but the conference date has been changed to overcome weather problems). Participants: DR. IRENE PLACE, DR. VERNON A. MUSSELMAN, FRED DEARWORTH, LOUIS A. LESLIE, and Ball State staff.

• *November 22-24.* Southern Business Education Association, in Edgewater Park, Mississippi (Edgewater Gulf Hotel); Dr. JOHN H. MOORMAN, presiding.

• *November 27-30.* American Vocational Association, in Minneapolis; JOHN A. BEAUMONT, presiding over business-education meetings.

• *December 26-29.* Fifty-fourth annual convention of the National Business Teachers Association, in Chicago (Palmer House); ROBERT FINCH, presiding.

• *December 28.* Pennsylvania BEA, annual business meeting, in Harrisburg. Divisional conventions: Western, April 19, in Wilkesburg; Eastern, April 26, in Reading.

• *February 22-23.* National Association of Business Teacher-Training Institutions, in Chicago; Dr. JOHN A. TRYTTEN, presiding; theme: Contributions of Teacher-Training Institutions to the Professional Growth of Teachers.

■ School News Briefs—

• *Vancouver (Washington) Business College* has been sold by R. B. CAVENS—in the field for 22 years—to MAYNARD W. THOELKE, who formerly managed the college for Mr. Cavens.

• HOWARD J. CONKLING, president-owner of the Excelsior School of Business, in Utica, New York, died in May. The school has closed permanently.

Suggestions for Developing Interest in the Details of Filing

FRANCES AVERY FAUNCE

Author of *The Practical Manual for Office Workers* and other texts

Do you have any graduates who *almost* like filing when they get into an office? Could we have done anything to remove the "almost"? Could we have shown the details of filing in a way to make them thoroughly cheerful about this regular chore?

Indeed, yes! It is quite possible to give, from time to time in the course, overviews that make filing seem varied, worth the work of learning "the tricks."

■ **Stimulating Interest**—Miss Hayden felt that middle-of-the-filing-course sag coming over her class. So—

"Do you want to hear the story of Miss I-Don't-Care?" she asked the class. Before they had a chance to answer, she went on very swiftly, "This is what her mother did. She was afraid of what was going to happen if the girl ever got into an office, for her daughter had the habit of leaving everything at sixes and sevens.

"So, her mother put sugar in the salt cellar and salt in the sugar bowl, and she put the meat in the covered vegetable dish and spread the mashed potatoes on the meat platter. She served water in coffee cups.

"Then Miss I-Don't-Care asked, 'What's the big idea, Mother?' and her mother replied, 'What's the difference?'

"That was what Miss I-Don't-Care was always saying, and she knew it. Then she laughed, because she liked to have her mother do smart things. And *that's* how Miss I-Don't-Care came to straighten the things in her bureau drawers and put her ski boots away, and so on.

"Her mother saw this out of the corner of one eye and said, 'All mere details?'

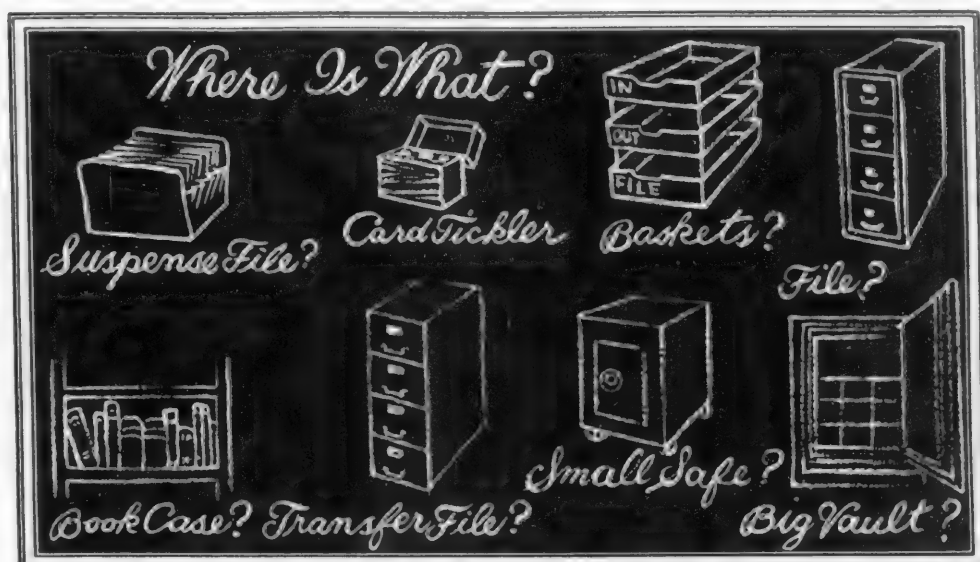
"Miss I-Don't-Care remembered how roguish her mother looked when she said those three words, *all mere details*, and that memory stayed with her and helped her when she got her first office position."

• **"Mere Details."** Tell that story to your class in your own words some day.

"That," you may add, "is what filing is. 'Mere details.' But you can turn those details into a good, straight game of caring and of order if you keep your patience and your sense of humor the way that mother and daughter did."

Sometimes students do not see the details.

It is helpful to prepare for your class "preview" displays that will stir interest in details—displays of textbook pages, catalogues of filing equipment,



A BLACKBOARD ILLUSTRATION like the above is easy to prepare and very useful in underscoring the importance of "attention to the little details." The illustration shows 8 places a missing letter might be found or information located.

photographs of offices, and so on. With the display, post a little card that asks, "What two things do you see in these pictures that are most *unlike* each other?"

That question will focus attention on the details; and when you repeat the question during class discussion, alert students will be ready with such answers as:

"The little filing stool and the label for a folder."

"The cross-reference sheet and the sorting tray."

"A little half-sheet memo and the big filing stack."

Such statements not only send other students back for a second look but encourage all students to *note details* and to find interest in them. This little device enlarges the world of filing.

Another world-enlarging device is the discussion on opportunities for filing archivists (experts), as in the big companies that have "Central Files." A few comments to the effect that doing the daily filing in a small office is a pleasant variety in the day-to-day routine are in order, too.

• **Filing Familiar Correspondence.** Practice "filing sets" have an important place in experiencing the "feel" of filing. They may lack, however, the familiar touch that comes in real office routine. Before using a practice set,

read aloud a few of the letters, commenting to the class:

"Of course in an office you, as secretary, would have taken the dictation for these outgoing letters. Some of them would have been written after considerable telephoning (*choose a pertinent example*) with which you would have helped.

"Another here would have required a conference for which you would have arranged the appointment.

"This incoming letter you would have opened, date-stamped, put on Mr. A's desk. You would be familiar with all these stories of the business.

"Even if you were a filing clerk who had not transcribed the correspondence, you would take an interest in the content of all that you marked for the file. You would *enjoy* being a part of it all."

Bring the set alive. Also, try adding to this intimacy with what is going into the files by having students save and file their own transcriptions. Practice in filing one's own transcriptions in alphabetic order will give a sense of reality to the subject.

I hear you say, "But how can I check this filing?"

Have the student type the names of the addressees, listed in the order in which she has filed them. The learner may discover her own errors when she sees the names in a column. Students may exchange lists for correction; or,

you may not find it too arduous to run down the listings yourself. You may thus come across some informative misunderstandings about the simplest of the alphabetizing rules, which can immediately be straightened out for the entire class.

When transcripts, by good fortune, address the same concern in enough instances, you have a concrete example of what subheadings are needed for an "individual" or "special" folder. When transcripts are being returned, take a minute to discuss what might be picked out of these letters for cross reference.

Here your students know what they are talking about, in contrast to their work with the necessarily cut-and-dried practice-set letters. The students will have heard the content of each letter, taken each in shorthand, and typed it. Here they experience the difference between handling soft clay and clay that is hard to "work."

■ **Some Working Aids**—When you run through the more conspicuous details that help filing—like the sorting tray, the stout alphabetic guide in the drawer, the full-sized out-card, and the folders themselves—include mention of the small details such as the tab label and the guide card for an indexed file.

• **"Ahead of the Files."** Don't be afraid to invite a thoughtful look at the convenient helps to ready filing and finding that the student has no chance to find out from practice experience, such as:

- Uniform placement of date on letters.
- Subject line, which aids in finding.
- Cross referencing, which routes the finder to the right spot.
- Proper reversing of names on tabs.
- Consistent coding or earmarking, which makes sure-fire filing, finding, and refiling.

■ **Where Is What?**—One of the more interesting "mere details" of filing is the arrangement of office furniture. Give this view of office work its due. Mount numbered pictures of offices as a basis for observation of detailed points and subsequent discussion.

• **Saving Steps.** With a few selected students, build a dramatization on the topic of Saving Steps. With the use of what may be available in the classroom (to illustrate the simplicity of what is involved, two stacked chairs may serve as the "filing cabinet"), not overlooking blackboard diagrams, develop a skit that will serve as the basis to such interesting questions as these:

- Where is the secretary's desk?
- How near can she keep the file stack that she uses most? (Perhaps right within reach of her swivel chair?)
- Is the secretary short or tall? (If possible, the secretary should choose to file the most frequently used material where her eye-span will reach without stretching or bending.)

Third of a Series

This article should be required reading for everyone who thinks that the teaching of filing is a boring or uninteresting assignment. Miss Faunce makes it clear that variety, zest, and imagination can make filing instruction as much fun as the teaching of other business subjects and that there are as many devices for filing lessons as for other lessons. This contribution is third of a series that began in our September issue. Beginning next month, Miss Faunce joins BEW's other special contributors to the "New Business in Business Education" section: She is writing a column on Secretarial Practices and Procedures.

Do others use the stack or stacks in question? (Efficient placement should be given for speedy use by all, of course.)

Where are the files, with relation to lighting? (Stacks should be placed where good artificial light or daylight helps filing and finding.)

Where is the low filing stool to be kept? (Let's not trip over it.)

Where is the card index to be kept, assuming one is used as a guide to certain documents?

Where is the movable shelf kept?

This can be a good lesson in *step-saving*, as contrasted with the saving of *hand-motions*, which are so often stressed at both desk work and file work.

Make clear in the dramatization that the beginner does not immediately reorganize the furniture! Here is an opportunity to bring in adaptability to the *status quo*, which the initiate in an office should courteously and willingly give. This trait of taking things as they are at the start is one that an employer appreciates, especially if he has just tried out a girl who proved too restive on the job. In your dramatic play, you will be giving a sense of reality; and this will make the need of filing knowledge more real, too.

• **A Place for Everything.** Give an interesting survey of filing-places for things other than active correspondence. Bring together the varied spots for various purposes so that the student will grasp the unity and the necessity of keeping in order.

"Here you have all these things," you may say to the class, "valuables, printed matter, items waiting for attention, items to be followed up, items that belong to former years. There must be a place for everything that you can turn to automatically to put away and to find things."

"For example, where would you expect to keep valuable documents and special amounts of cash or of postage?"

In a safe or a vault.

"Where would you expect to find magazines, catalogues, and other printed publications?"

Periodicals may be kept on shelves, in order of date; circulars, in folders alphabetically filed—either the date or the letter of the alphabet is your handle for finding.

"And items awaiting answer?"

In what is called a suspense or pending file.

"Items to be followed up?"

In a tickler, with dates for attention.

"And items that belong to 'back' years?"
In the transfer files, where everything that might possibly be of use is retained.

These spots in the office may be roughly diagrammed in succession on the blackboard as you mention them.

■ **Traits for Filing**—The office worker who keeps everything on the right track is like the operator in the switch tower of a railroad yard. Locomotives and cars that are in action must be switched to the right track at the right time. Trains or cars that are to wait on sidings are like filed or transfer-filed correspondence. A responsible person must arrange for their shifting and must know what they are and where they are. A railroad car or caboose is "on call," like the contents of the files.

• **From the Start.** The fact that the beginner is trusted from the start to file correctly is a point to bring home to the student. No one can follow and correct her, as she may be patiently corrected during her first days of transcribing, let us say.

This, then, is a subject that bids for an imaginative trait discussion. For example, ask what these office clerks or stenographers or secretaries would be able to contribute to safe-and-sane filing and finding (substitute *Mr.* for *Miss* where you wish for your given class):

Miss Judgment
Miss Promptness
Miss Regularity
Miss Dependability
Miss Orderliness
Miss Memory
Miss Concentration
Miss Quick
Miss Interest
Miss Accuracy
Miss Neatness
Miss Patience

• **Sorting Technique.** Too rarely do we see in an office a secretary who attacks alphabetic sorting with a regular, clearly defined method.

"In some offices," you tell the class, "mechanical sorters are provided for clerks who do much filing. But the average stenographer or secretary knows tricks for quick sorting that require only a little desk or table space plus quick fingers and alert attention to guide those fingers. Every day this little game comes into the schedule—"

Provide a set of 40 or more 5-by-3 cards, on each of which is written a name. The first letters of the names should cover the alphabet. The cards are shuffled.

"First," you say, "you divide the cards into four stacks—the names beginning with A-F G-M N-S T-Z

—by looking only at the first letter on each card." You demonstrate this quickly.

"Then you pick up the first stack (*doing so as you speak*), and divide them into six stacks, A, B, C, D, E, F." Demonstrate this, too.

"Thirdly," you say as you reach back to the stack of A cards, "you alphabet each of the cards in the A group, then the B group, and so on, turning each alphabetized group *face down* as you complete it."

With practice, a filing teacher can give this demonstration almost as rapidly as she describes what she is doing.

"Next," you say, "having alphabetized the A-F stack, go back to the G-M stack and subdivide it into G, H, I, J, K, L, and M piles, and alphabet them in turn."

It becomes a game for students to see how rapidly they can alphabet the "deck" of cards. After they become quite accomplished in handling the deck, demonstrate the added step of "filing" two alphabetized "decks" together—then students can see that having correspondence alphabetized before going to the files speeds up inserting the correspondence in the files themselves.

Cards are suggested because they can readily be shuffled and handled. Later on, use 8½-by-11 sheets of papers in much the same way. With both cards and papers, use separate colors for each alphabetic "deck," so that combined "decks" can readily be resorted into their original groups.

The drill should be given repeatedly, until students are quite adept at sorting into the four "stacks" and then into their subdivisions. With a little experience, students become quick in sensing into which "stack" and subdivisional pile the cards should be flipped.

Be ready to link these "mere details" to other experiences of students. "Slow motions aren't good in typing; neither are they in filing," one can say. If you hear that students are studying *Macbeth* in their English classes, quote Shakespeare's statement in that classic play: "If it were done when 'tis done, then 'twere well it were done quickly."

■ **The Finding Problem**—The finding side of filing is another "mere detail." To illustrate the importance of know-how, have two of three students prepare a dramatization of intelligent and persistent finding:

The employer (some young man in the class) asks for "the letter that came the other day from the Wayne Manufacturing Company."

Miss Louise Poor-Hunter goes to the part of the files where she believes the letter should be filed and searches desperately. No letter. She gives up.

The employer asks Anna Find-It to take

a look. She does. She, too, looks in the part of the file where the letter ought to be and does not find it. She talks to herself for the benefit of the audience:

"Why," she says, "perhaps the letter is waiting to be filed . . . no, the filing basket is empty . . . did we keep it in the pending action file? . . . No, we did not . . . oh!—Mr. Coleman, isn't that the letter you decided to hold in your desk until you had a chance to talk it over with Mr. Reeves?"

"Yes, I remember it now, too," Mr. Coleman acknowledges.

Louise Poor-Hunter, by the way (you tell the class during the discussion that follows up the dramatization), is often Louise Poor-Putter-Away as well. She probably has what you may call "alphabetitis"—a feverish way of guessing. She doesn't use the "touch system" of filing and finding. The office worker who can file but can't find is like the timid lady who drives her car around the block because she can go forward but never could be sure of shifting the gears into reverse!

• **Getting Information Readily.** The subject matter on the correspondence sheets of a practice set can be used for stimulating competitive drill in getting information. After glancing at the content of the letters in the set, prepare some questions about them such as these:

What did Mr. Low say about the measurements of (whatever is concerned)?

When did Mrs. Slater say that she would send those statistics?

Who is Mr. Jones sending to see us?

Seeking the answers to such inquiries will bring those little letters into what we mentioned as the "intimate" range, making them alive with actual interest and adding much to the filing practice.

■ **The Wholeness of Filing**—Throughout your view of "mere details," give a glimpse of the problems, the techniques, the variations, the challenges. The employer knows the difference when an employee understands the gathering together of all helps.

The competent employee knows the importance of clear typing on a tab label, of speed (both coming and going), of proper preparation of papers for filing. As time goes on, she uses real intelligence in transferring papers to permanent files—or cautiously destroying what she is certain will never be needed.

■ **Summary**—Lend your greatest enthusiasm to what, in your experience (in the office or the classroom), bids fair to be least glamorous during the progress of filing study. We are told that, if you grasp a thistle quickly and firmly, the prickles won't hurt. Every student who can grasp filing firmly now will be saved a lot of prickling in that soon-to-be-entered office position.

Facts, Figures on Department Stores

• **How many steps** does it take to process a charge-send sale in a department store? In a survey made in F. & R. Lazarus & Co. in Columbus, the figure—believed to be typical of the industry—was 234 steps. This store went to work on the processing; reduced steps to 165.

• **How much** does a department store pay out to make a sale? Average is now \$1.25—up 90 per cent in the last ten years. "Frightening," say retailers. Store operation expenses have increased from 29.3 per cent of sales in 1947 to 36.9 per cent in the first quarter of 1951.

"Carrying, handling, and selling a big jumble of merchandise is expensive," explain retailing experts; "so is providing charge accounts, delivery service, and all the other services most big stores give."

• **What about "self-service"** as an out? Some department store executives believe that self-service is the only eventual salvation; some leaders deny this. Most say it is a question of "how much" and not "whether."

Some department stores are making their first cautious experiments with self-service. They are not dispensing with sales clerks but are bringing goods out in the open, on trays or racks, making them generally easier to get at.

Perhaps the boldest experiment in self-service is the one pioneered at Wieboldt's, in Chicago. A few years ago it turned the basement appliance section into a self-service department, complete with checkout counters. It worked. Now Wieboldt's is installing the same system in other departments and in its other stores.

• **Can't service costs be cut?** A lot of stores are trying to do just that. Miller & Rhoades in Richmond have a new slogan it urges on its employees: "Gift boxes should be requested, not suggested." That is pretty much the new slant—have the service available but don't push it.

Packaging is a real problem. "One of our main expenses today," says Lazarus, "is just getting an article back into its original state when it left the factory. First the factory wraps it up, then we unwrap it. Then we wrap it up again so the customer can unwrap it." Ticketing is a big cost, too.

Some day, not too far off, manufacturers may be delivering merchandise in preticketed and prepackaged form, ready for the customer to put under his arm.



THESE HIGH SCHOOL typing students helped their school and gained valuable vocational experience by conducting a correspondence survey of the school's graduates.



Helen B. Dobbs . . . found that postal cards would do the trick.

How Our Advanced Typing Students Conducted a Survey of Our Graduates

HELEN B. DOBBS
Eastside High School
Paterson, New Jersey

The end of World War II brought many changes in the industrial pattern of Paterson, New Jersey. During the War, the major industry was the manufacture of airplane engines and parts. In 1947 the airplane industry moved to a "less vulnerable" location in the Midwest. The Industrial Planning Commission of our local Chamber of Commerce performed an outstanding service: It sold Paterson's industrial advantages to more than a hundred manufacturers. New plants have replaced the airplane factories. New job opportunities have opened for our graduates.

■ **Purposes of Our Survey**—We felt it important to ascertain whether our recent graduates of the commercial course had been trained to fill positions competently in the new plants.

We felt, too, that we needed to obtain definite information on which to base recommendations for proposed changes in the commercial curriculum, to obtain a list of employers who have taken our graduates, to obtain a list of vacancies to which we could direct any unemployed graduates, and to learn in general how our graduates were making out and what they thought of the training they had received.

■ **Scope of Our Survey**—We selected for our survey the 79 students who had been graduated from our commer-

cial program in January, 1951, plus 12 academic graduates who had taken some business subjects and whom we knew to be doing office work. Our survey therefore included 91 students.

We deliberately selected this recent group of graduates, notwithstanding the limited number, for we knew that the youthfulness of these graduates would encourage them to find local positions. Members of prior graduating classes would, we knew from previous experience, be scattered widely, with many girls married, many young men in the Armed Forces, and many families moved to suburbs or other cities. We wanted the picture of vocational experiences right here in Paterson.

■ **Mechanics of Our Survey**—Under the guidance of the writer, who is both a member of the school's Placement Bureau and a teacher of advanced typewriting, the survey was organized and carried out by the students of the advanced typing class. The twenty members of the class were divided into four committees or teams, with one member of each group serving as leader. Each

team was charged with the responsibility of writing to twenty-three graduates.

• **Mailing Pieces.** The entire class worked out a series of questions to be asked of the graduates. These were printed on Government postal cards by boys in the high school print shop, and were used as enclosures for the covering letters prepared by the typing students. The questionnaire included:

Name of Graduate:
Address:
Employer's Name:
Employer's Address:
Kind of Work Performed:
High School Subjects Most Valuable
in Your Work:
Subjects You Wish You Had Taken:
Are You Going to School Now? ...
Name of School or College:
Course You Are Taking:

The postal cards, like the school stationery and the postage used for the letters, the school authorities furnished willingly. Our total cash expenditure was about \$5.

The class worked out two form letters, either of which might be used by the students.

Follow-Up Pattern

Every school needs to make a periodic follow-up study of its business graduates, to determine how they are faring, how the school's training program is functioning, what changes need to be instituted, etc. In communities in which defense production is altering the whole picture of industrial employment, surveys are needed frequently. The more frequently they are needed, the more important, obviously, becomes the mechanism for conducting the surveys. The writer outlines here an easy, effective method of conducting a follow-up survey via the typing classroom.

LETTER NUMBER 1

Dear (first name only):

Mr. Cranmer and the members of the Eastside Placement Bureau are interested in knowing what you are doing and how much you benefited from your high school commercial courses.

We shall appreciate it if you will fill in the enclosed card and drop it in the mail box today.

A card or letter with further information about your job, activities, or schooling will be most welcome.

Sincerely,
H. B. Dobbs

LETTER NUMBER 2

Dear (first name only):

Mr. Cranmer and the members of the Placement Bureau are compiling a list of what the January, 1951, commercial graduates are doing.

We are enclosing a postal card that we hope you will fill out today and drop in the nearest mail box.

If you have any news about other members of your graduating class, please send it on so that we can keep our list up to date.

Sincerely yours,
H. B. Dobbs

Most of the students preferred the first letter. All the letters were typed on small-sized sheets of school stationery (5½ inches by 8½ inches).

• **Teamwork.** The students worked out the following steps for production of the correspondence:

1. Type the school's address on the postal card.
2. Type in the graduate's name on the first line of the printed side of the postal card.
3. Verify, when possible, the graduate's address, as given on school records, against his telephone-directory address.
4. Address an envelope to the graduate.
5. Type the letter to the graduate, addressing it personally (by first name).
6. Have the letter approved by the team leader.
7. Bring the letter to the instructor for signing.
8. Fold the letter, enclose the card, and place both in the envelope.
9. Check the name off the master list.
10. Seal, stamp, and mail letter.

There was much friendly competition among the teams to see which group would finish its work first. The students developed an assembly-line technique for getting out the letters. The team leaders were much more severe and critical of slight imperfections than the instructor could ever be. With a wonderful spirit of co-operation, the group completed the entire project in ten class periods.

• **Handling Replies.** As the enclosed cards were returned, students checked names again on the master list and stapled the cards to copies of the graduates' high school record cards, which are kept in our Commercial Department office.

■ **Findings of Our Survey**—Most of the reply cards were returned to us within two weeks of mailing. Of the 91 letters mailed, only five were not answered—a very good response, possibly attributable to our graduates' appreciation of the work of the Placement Bureau (which had placed 56 of the students), or to the fact that the requests were accompanied by personal notes of the typists, or to the fact that the letters were individually typed instead of being duplicated, or to all these factors together. About a third of the graduates wrote letters to us about their jobs, their duties, and other news items.

The actual tabulation of data is, of course, of interest to few others than those associated with our own Paterson schools; but representative data are given here to indicate the kind of information that a school conducting a survey like ours may expect to obtain.

• **Present Activity.** Our 91 graduates indicated these activities:

| | |
|--|----|
| Working in an office | 64 |
| Attending school or college ... | 9* |
| Working in a store | 5 |
| Working in a trade or industry | 5 |
| Working in lithography or printing | 2 |
| Unemployed | 1 |
| Unaccounted for (no response) | 5 |

*Three graduates now working also indicated that they planned to begin college in September.

• **Office Jobs.** The 64 graduates "working in an office" identified their offices as:

| | |
|----------------------------------|----|
| Manufacturing plant office | 22 |
| Retail store office | 10 |
| Bank office | 9 |
| Law firm office | 5 |
| Newspaper office | 4 |
| Credit-finance company office .. | 4 |
| Insurance office | 3 |
| Doctor's office | 3 |
| Railroad office | 1 |
| Western Union office | 1 |
| Cathedral chancery office | 1 |
| Telephone company office | 1 |

• **Office Duties.** We asked the graduates to indicate "the kind of work performed." The principal types of duties listed are as follows:

| | |
|------------------------|----|
| General clerical | 24 |
| Stenographic | 22 |
| Typewriting | 12 |
| Bookkeeping | 5 |
| Selling | 5 |
| Miscellaneous | 8 |

One implication of the foregoing listing is obvious: Our school must do more about general-clerical instruction and practice.

• **Training Reflections.** The same implication is further substantiated by graduates' responses to our question concerning the further studies they wish they had taken:

| | |
|--------------------------------|----|
| Office machines | 15 |
| Stenography | 8 |
| Advanced Bookkeeping | 4 |
| Clerical office practice | 3 |

Subjects that graduates said had helped them most confirm the same implication:

| | |
|-------------------------|----|
| Typewriting | 35 |
| Stenography | 24 |
| Business machines | 11 |
| Bookkeeping | 10 |
| Filing | 8 |

■ **Summary**—The school that conducts a follow-up survey of its graduates, even on so modest a scale as our survey, achieves so many helpful points of information that the effort of making a survey, when it can be done as easily as was ours, is fully justified.

• **Curriculum Implications.** Illustrative of the kind of suggestion that can result from survey data are such recommendations as the following, which were presented to our school's Curriculum Committee:

1. That a full program of "general clerical" training be added to our present programs in stenography, bookkeeping, and merchandising.
2. That the office-machines course be made available as an elective in the eleventh year, as well as in the twelfth year (as at the present time).
3. That the Guidance Director of Commercial Course students be asked to point out to students, during their programming, the importance of office-machine training.
4. That more students should be permitted to take a second year of typewriting instruction.

• **Other Implications.** Not all the benefits of a survey are indicated in tables of data. Our advanced typewriting class, for example, benefited greatly from its work on this project, developing co-operation, friendship, interest in the work, and other values—as well as good experience in typewriting.

Several of the graduates indicated in their letters that they were pleased and surprised that the faculty was still interested in them. The Placement Bureau added more names to its list of possible employers.

It is said that the average businessman and taxpayer judges his local high school not by the college scholastic record made by academic-course students but by the job performance of the commercial-course graduates who take positions in his firm. If the Business Education department turns out well-trained, capable, and personable workers, the citizens consider the tax money well spent. A competent office worker makes a better employee, happy in his job and well adjusted to his fellow workers.

The objective of business training is the training and placement of business graduates. Surveys indicate a school's success in meeting this objective.

Third of a Series

Having set up criteria and general objectives for the office-practice course in his September contribution, and having described a procedure for establishing a rotating schedule for classroom activities in his October contribution, the author now directs attention to the types of calculating machines and the schedule of their instruction that should be incorporated in the office-practice course.

It should be noted that his comments here are addressed only to the office-practice situation, where machine instruction is on the acquaintanceship and familiarization levels, and should not be interpreted as excluding more extensive instruction in other courses.

Methods in Office Practice, 3: The Instruction on Calculating Machines

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In the opinion of this writer, instruction in the operation of calculating machines is the backbone of all machine work in the office-practice classroom.

Certainly, it is essential for students to be familiar with the duplicating processes and the machines that perform the processes. It is important that every office-practice student receive training in typewriting and in using transcribing machines, but the nucleus of any office-practice machine program is a calculating machine.

■ **Classification of Machines**—Most writers on office equipment classify the various kinds of calculators into these groups:

1. Rotary-type (crank-driven) calculators
2. Key-driven calculators
3. Ten-key adding-listing machines, both manual and electric
4. Full-keyboard adding-listing machines, both manual and electric
5. Bookkeeping and posting machines

The operation of each of the above machines is a skill. The instructor, therefore, must be not only adept in the handling of students but also familiar with the operation of all these machines. Above all, he must know how much to expect in the performance of the beginner.

In this article we shall attempt to outline the scope of the calculating-machine work in the office-practice course, so that the beginning teacher will have a handy reference from which to plan and the experienced teacher will have a list from which to check.

It should be stressed that the calculating machine instruction described in this article is based on the typical office-practice program, in which the class meets for some 160 to 180 class periods in the course of a school year

and in which all machines described are to be introduced. It is not the author's intention to put a ceiling on possible achievement, but rather to describe minimums.

■ **Objectives in Teaching Calculating Machines**—In the office-practice classroom, the general objective for calculating-machine instruction may be termed "acquaintanceship" or "familiarization" for most students. Some students may become particularly attracted to one machine and by devoting more time to it than would otherwise be normal become truly expert in its operation; but there are too many machines to be introduced, in too brief a time, to expect more than a thorough familiarization with each machine for all students.

The following are the general objectives that can be accomplished for all students:

1. To acquaint the student with the mathematical processes involved in the operation of each machine
2. To acquaint the student with the mechanical processes involved in the operation of each machine
3. To familiarize the student with the fundamental types of problems that can be solved by each machine and the place of those problems in office procedures
4. To provide the instruction necessary in order that the graduate will be sufficiently familiar with each type of calculating machine that he can meet the general requirements for beginners in office positions

Let us review some methods for achieving these objectives.

■ **Rotary-Type Calculators**—Because the rotary-type or crank-driven calculator is the most complex to learn, let us consider it first.

Most offices are equipped with at least one rotary-type calculator. The prices of different makes are comparable. There is relatively little difference in learning to operate one instead of the other. Obviously, since all three

are used in business, it is wise to have at least one of each make in your classroom, if possible. The distinguishing advantages of each are more important in their business selection than in their classroom selection. The availability of a special classroom model of the Monroe (the "Educator") at lower cost gives it considerable popularity.

• **When selecting** a new rotary-type calculator for the classroom, the writer believes it wise to get the model that is least automatic—the model in which most must be done by manual operation. Reason: When a beginning student attempts to operate a machine electrically, the steps of the problem are completed so rapidly that he has no opportunity to see *how* the machine arrived at the answer. This is a handicap because, if he ever encounters a manually operated machine, he may require additional instruction. Note that this preference for the manual machine is for classroom instruction, not for business use of the instrument.

• **Accomplishment.** "What should we expect the students to achieve?" is a common inquiry of office-practice teachers. The answer obviously must depend on several factors:

1. Amount of time available for instruction
2. Amount of time available for practice
3. Ability of the student

In general, the author has found that students who train on the rotary-type calculator for 20 periods can perform the following:

1. Can use such main parts as the master-clear key, the column-clear key, the repeat and nonrepeat keys, the operating crank, the decimal pointer, the dial-clearing crank, etc.
2. Can perform the fundamental arithmetic processes—addition, subtraction, multiplication, and division
3. Can set the decimal points correctly
4. Can work with fractions and per cents
5. Can make discounts

Speed drills and additional forms of mathematical problems may be given to the superior student and the student who has had some previous experience with the calculator. The listing is simply a minimum achievement of average students.

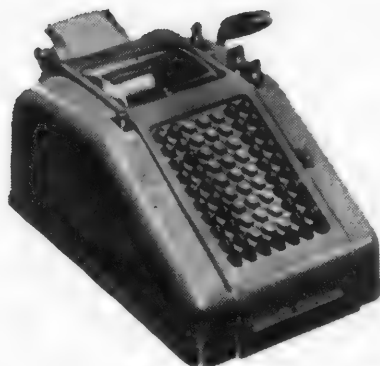
We should also reasonably expect the student to understand what the machine does—that multiplication is a series of additions, for example; that division is a series of subtractions.

• **Instruction Schedule.** In a course that has 160 to 180 class periods and in which the rotation schedule previously described¹ allots 20 periods, the following schedule may be adopted:

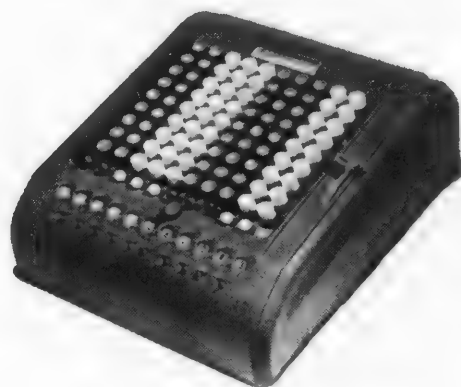
¹ Norman B. Eisen, "Methods in Office Practice, 2: The Rotation Plan of Instruction," *BUSINESS EDUCATION WORLD*, October, 1951, page 67.



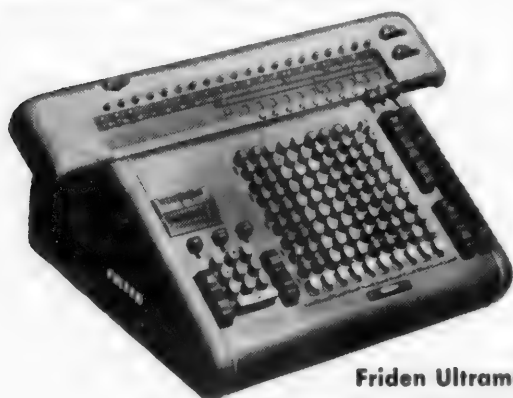
Remington Rand Printing Calculator



Smith-Corona Adding Machine



Felt & Tarrant (Comptometer) Adding-Calculating Machine



Friden Ultramatic Model Calculator



Swift Portable Adding Machine



Burroughs Sensimatic Accounting Machine



Monroe Adding Machine



The National Adding Machine



Monroe Adding-Calculator (Educator Model)



Underwood Sundstrand Adding-Figuring Machine



Underwood Sundstrand Portable Posting Machine



Marchant Figuremaster Model Calculator

MODERN CALCULATING MACHINES

| Day | Process |
|------|---|
| 1, 2 | Fundamental principles of operation and general orientation |
| 3, 4 | Addition, subtraction |
| 5, 6 | Multiplication, decimals |
| 7, 8 | Division, decimals |
| 9-18 | Constants, credit balances, fixed decimal points, percentages, discounts, chain discounts, interest, reciprocals, proration |
| 19 | Review |
| 20 | Test and miscellaneous |

■ **Key-Driven Calculator** — Key-driven calculators are commonly used in offices because of their simplicity, portability, low cost of maintenance, and relatively low initial cost. Because of their prominence in the office scene, it is necessary to include their study as part of the calculating-machine phase of office practice.

• *When selecting* key-driven calculators for classroom use, it is again best to stick to the manually operated machine. There is little difference in learning the operations and a great difference in cost. It is also wise to make use of all brands if your budget permits your having more than one machine. Each machine has its advantages—it could not otherwise exist in a competitive market.

Most businesses use the nine-column machine, because of its superior capacity over the five-column machine; it appears best, therefore, to obtain the nine-column machine for the classroom, especially in view of the fact that the economy in obtaining the smaller machine is but slight.

• *Accomplishment.* On the basis of needs and time available, most teachers are agreed that a knowledge of the following processes must be required:

1. Operation of the machine to perform the fundamental arithmetic processes—addition, subtraction, multiplication, and division (both methods)
2. Complete familiarity with the *method* of touch addition, with a speed of two digit figures per second for one minute, with perfect accuracy
3. Use of fractions, percentage, and discount
4. Presetting of the decimal point

• *Instruction Schedule.* Using a schedule of 20 periods for learning the operation of the key-driven calculator, we recommend the following:

| Day | Process |
|-------|---|
| 1, 2 | Orientation and fundamental principles of operation |
| 3, 4 | Touch addition |
| 5, 6 | Speed in touch addition |
| 7, 8 | Multiplication |
| 9,10 | Decimals, multiplication |
| 11,12 | Division, subtraction |
| 13,14 | The fixed decimal point, fractions, split addition |
| 15,16 | Percentage, cross footing |
| 17-19 | Practice and review |
| 20 | Test and miscellaneous |

■ **Adding Machines**—Surveys indicate that using an adding machine is a uni-

versal duty of office workers—in frequency of use in business offices, the adding machine is second only to the typewriter. Clearly, therefore, every student in the office-practice class must become familiar with the operation of the adding machine. In many large companies that handle thousands of checks (banks, utilities, and insurance companies, for example), operating the adding machine is a full-time office position.

Office workers should be familiar with the operation of *both* ten-key and full-keyboard adding machines.

• *The ten-key machine* is so simple in its operation that some instructors question whether it is truly a “calculating” machine. In this writer’s opinion, it is a calculator.

Selection of a model most suitable for classroom instruction is difficult, for there are many models on the market; doubtless your selection will be influenced by your determination of the makes most commonly used in your local business community, subject to the importance of such factors as these:

1. What is its purchase price?
2. Is it representative of other ten-key machines?
3. Does it have (it should) an “Automatic Total” (no need to crank an extra time to obtain the total)?
4. Does it provide (the writer believes it should not) an “Automatic Credit Balance”?

There is considerable controversy among office-practice teachers regarding the desirability of the “Automatic Credit Balance.” The writer does not believe the classroom machine should have the device, since its use does not permit the student to see and learn the actual inversion of the complement. Some writers, however, believe that the classroom machine *should* have the device because it usually appears on office machines and because students must learn the mechanical process involved.

The average rotation schedule permits ten periods for work on the ten-key adding machine. A suitable progress outline would be as follows:

| Day | Process |
|------|---|
| 1, 2 | Orientation and fundamental principles of operation |
| 3, 4 | Addition, subtraction |
| 5, 6 | Nonadd key, repeat key, multiplication |
| 7-9 | Subtotal key, subtract to correct errors, review |
| 10 | Test and miscellaneous |

• *The full-keyboard adding machine* is preferred by many business firms; for this reason, it is advisable to have at least one for instructional purposes. Many of the full-keyboard machines in business uses are equipped with a front

feed and movable carriage in order to do billing, deposit slips, payroll problems, and so on. It may be advisable, therefore, to purchase a machine with those facilities.

Marked progress in teaching operators to use the full-keyboard adding-machine has resulted from experimentation and development by the Monroe Calculating Machine Company. The “Rhythm-add” technique, designed for use with the Monroe but adaptable in principle to the Burroughs and others, should certainly be investigated by every office-practice teacher; its application in the office-practice classroom provides the opportunity not only to orient the students to adding machines but also to develop on at least this one kind of machine an expert, vocational skill.²

■ **Bookkeeping Machines** — The bookkeeping machine is one of the most difficult for the student in office practice. Not alone are mathematical processes involved but bookkeeping principles as well. Without a bookkeeping background, pupils are likely to be in the dark regarding the potentialities of the machine. While it is possible to give a nonbookkeeping student full training on the bookkeeping machine without a course in bookkeeping, it is difficult in the few periods available for instruction on the machine to give even a thorough familiarization to students who have had no bookkeeping instruction.

• *Selection of machines* will, again, be influenced by the makes in use in the business community. A recent survey of 182 branch banks on the Pacific Coast shows that 92 per cent are using posting machines that are more than ten years old! This does not suggest that the school should buy a machine that old; it does suggest that the bookkeeping machine will not have to be turned in as frequently as is necessary to keep pace with improvements in the design and manufacture of other calculators.

• *Instruction Schedule.* On the basis of a 20-day schedule for the bookkeeping machine, the following timetable serves as a guide:

| Day | Process |
|-------|--|
| 1, 2 | Orientation and fundamental principles of operation |
| 3, 4 | Learning placement of keys |
| 5-12 | Addition, correct fingering, acquisition of speed |
| 13-17 | Subtotal, add, subtract, nonadd, counters and carriage normal, posting procedure |
| 18 | Subtraction |
| 19 | Review |
| 20 | Test and miscellaneous |

² See (a) “You Should Know about ‘Rhythm-add,’” a BEW Special Report, BUSINESS EDUCATION WORLD, January, 1951, pp. 230-232; and (b) James R. Meehan, “Hunter College Tests ‘Rhythm-add,’” BUSINESS EDUCATION WORLD, June, 1951, pp. 490-492.

A Model D.E. File

Keeps Materials

Ready to Use

ROSEMARY McMILLAN THOMPSON
in collaboration with
LOUISE BERNARD
Virginia State Supervisor
of Distributive Education

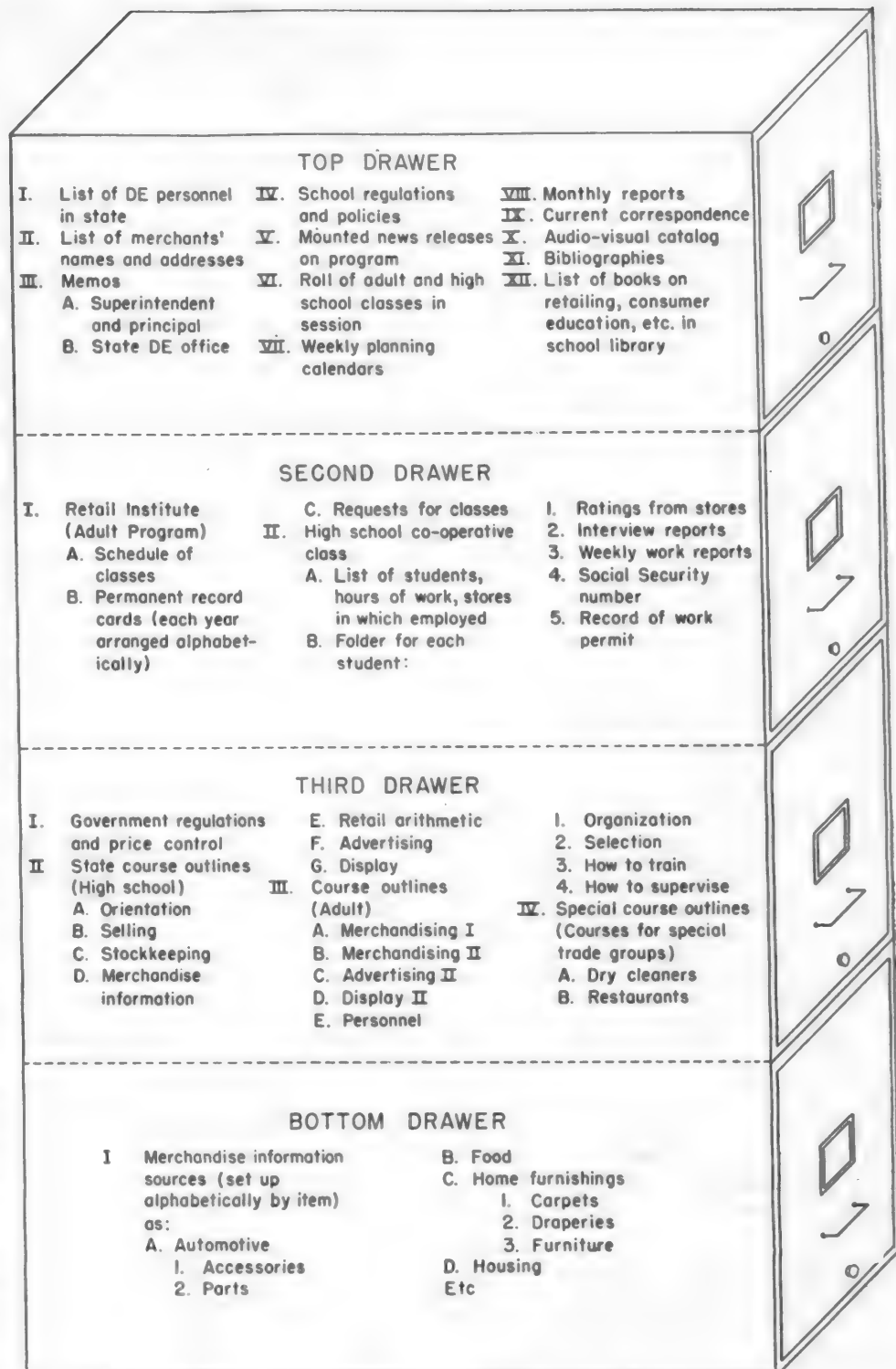
The distributive education co-ordinator who keeps up to date on current changes in retailing, wholesaling, and service operations is daily faced with the problem of keeping the files in his office in such a way that his material will be readily available. As our economy becomes more regulated and Government orders affecting the distributor are issued more frequently, the need for a simple but usable filing system becomes more and more important to the co-ordinator.

The only way D.E. co-ordinators can maintain flexibility in securing and adapting new material for use in high school and adult programs is through a proper filing system. Such a system cannot be cumbersome or complicated, for the co-ordinator must do his filing himself in most instances.

The responsibility of the state supervisor to secure new sources of current information, which can be used only through an effective filing system, is of major importance in this field, where constant changes occur and are written up in bulletins, newspapers, trade releases—anywhere but in a textbook that keeps information between two covers.

■ **Simplicity Is Important**—Some of the systems for filing that have been worked out in the past have been too complicated to be put to use without a great deal of additional clerical work. The result has been that the co-ordinator, pressed for time, has not been able to use the complicated system—therefore uses none.

In a program employing only one or two co-ordinators, there is frequently no full-time clerical help, and the co-ordinator must depend on part-time student helpers or do the filing himself. Since the office student working in the co-ordinator's office needs varied experience and is in the office only on a temporary basis, a simple filing system saves training time. As a rule, both office space and equipment are limited, and so the suggested system requires only one four-drawer filing cabinet



IN VIRGINIA all co-ordinators maintain the same filing system, as illustrated above. Each co-ordinator sets up a four-drawer file cabinet, with a distinctively colored label for the 9 x 12 manila folders in each drawer. With all co-ordinators using the same compact, tested-and-approved system, many administrative efficiencies are achieved, say the authors.

for the program in which one co-ordinator is employed.

■ **Advantages of Using Identical File System**—In the Virginia distributive education program, a system has been evolved that sets a pattern for all D.E. co-ordinators to follow in local programs throughout the state.

• There are many advantages to an identical filing system.

1. Much material is developed in the state office and at the teacher-training institution that, after being mimeo-

graphed, is distributed throughout the state to local co-ordinators. Such material can be classified in a way that the co-ordinator, upon receiving it, can file it immediately in the correct folder in the right classification.

2. Recent and future government regulations on price control, etc., can immediately be set up to be accessible for the co-ordinator's use.

3. The state supervisor, as well as the D.E. co-ordinator, should constantly be in the process of requesting that

names be placed on mailing lists of manufacturers, trade associations, the U. S. Department of Commerce, etc. This ever-growing list of incoming materials presents one of the best sources of information for our field of training.

4. When visiting any of the programs in the state, it is easy for the area supervisor or teacher-trainer to check the files with the new co-ordinator and to help in supplementing his files with needed material. When co-ordinators meet for workshops and conferences, they can gather together the materials they need simply by removing the several folders needed, which may be referred to by the workshop chairman by reference to the file index and without a complete description of each item of material.

5. When, because of illness or for some other reason, a co-ordinator is away from the school for a period of time, a substitute can find the needed records and materials in the distributive education file and carry on the program without interruption by using the file index.

6. Co-ordinators can become familiar with the filing system while they are still in training and before they reach the community in which they are going to work if the same system is used by every co-ordinator.

■ **How to Set Up the System in Your School**—It is desirable that, when a suggested filing system is presented to the co-ordinators, this be done at a summer conference, where an actual file may be set up for demonstration purposes. Unless each co-ordinator is sold on the idea of keeping the files, the system is actually never adopted but rather becomes a handicap to the co-ordinator.

After the co-ordinator sees the benefit of adopting a filing system for his own use, the following steps should be taken:

1. Go over each of the main headings on the suggested chart (illustrated), changing any wording to make it fit the terminology you use.

2. Add any major topics that are not included and delete those topics that do not apply to the program in your locality.

3. Make a manila folder sticker for each major topic, using a different colored sticker for items listed in each column; for example, use yellow for those items listed in column one, green for those listed in column two, etc. Number each folder according to the index chart.

4. Following the chart, arrange folders in drawers of the file in the order indicated.

5. Allow a short period each week for re-filing of material.



MONROE'S Ridgely Bryan taught children to operate adding-calculating machine, then played game, "Beat the Machine," by which they developed arithmetic skill.

How Young Can They Learn?

An experiment was conducted at the elementary school associated with

New York City's Hunter College, in co-operation with the Monroe Calculating Machine Company, to determine whether very young children could learn to operate calculating machines and what effect learning to use the machines might have on their progress in learning arithmetic. Results of the study indicate (a) that bright youngsters readily learn how to use the machine and (b) that the use of the machine stimulated interest and achievement in basic arithmetic. Business teachers will read this account with great interest—and possibly to their own business-machines classes, too!

An Experiment in Teaching "Mechanical Arithmetic" in an Elementary School

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New York City

It is entirely possible for bright children of 7½ to 11 years of age to learn to operate a calculating machine efficiently, and it is beneficial for them to learn to do so. That, in brief, is the finding in an experiment in the motivation of arithmetic through the use of the Monroe Calculator (school *Educator* model) conducted at the Hunter College Elementary School from October, 1949, through January, 1950.

■ **Background of the Study**—The study was planned by Dr. Florence N. Brumbaugh, principal of the school, and Ridgely D. Bryan, educational director of the Monroe Calculating Company, who decided not to make it a scientific experiment, with control groups, etc., but rather to conduct the whole experiment informally, proceeding with the

instruction only as fast as the interests of the students indicated.

• **Ten teachers and their classes**, totaling approximately 250 children, took part in the experiment—participation was on an invitation, volunteer basis for the teachers. At the conclusion of the study, nine of the ten classes had completed all twelve lessons planned for the program of instruction.

Since a minimum I.Q. of 130 is required for admission to the school, all pupils participating had I.Q.'s above 130. They ranged in age from 7½ to 11 years.

• **Equipment**. Forty *Educator* models of Monroe Calculators were lent to the school. Twenty of these machines were installed in the library of the school, where all classes were taught. The other twenty were available for requisition by any teachers who wished to carry on further instruction or practice in their own classrooms.

■ **The Experiment**—Each class in Hun-



DAILY REVIEW of operating procedure was conducted by the children at the start of each practice period. Children took turns being leader of review discussion.

ter College Elementary School has an assigned weekly library period of 60 minutes. During the experiment, each class was divided into two groups. Each group received 30 minutes of instruction and practice in the use of the calculator and a 30-minute library reading period.

Four round tables, each seating four pupils, were used. A large pad of paper (easel size) provided the media for describing scratch-pad figuring. A large, colored poster of the machine provided the media for teaching its operation.

The classes were taught by Mr. Bryan, assisted by three members of the Monroe staff—Olive Findlay, Mary Ann Hopkins, and Martha Nadashay. No Hunter College Elementary School teacher did any of the teaching.

- *The subjects taught* were addition, subtraction, multiplication, and division. It was planned that if any of these subjects had not yet been taught arithmetically to any class, no attempt would be made to teach the subject on the machine. For example, the youngest children were not taught division because they had not yet been taught division with paper and pencil.

- *At the beginning* of the experiment and for the first five lessons, the parts of the machine and how to add, to subtract, and to multiply mechanically were taught. Monroe-printed Fundamental Instruction Cards were used for the problems. The younger children did not get multiplication until the sixth or seventh lesson.

- *Starting with the sixth lesson* and continuing to the end of the experiment, the use of the printed problem card was stopped and each child was given a three-by-five-inch scratch pad and a short pencil. The children were told that they were to have a continuous competition to see whether their mental

scratch pad was better than their mechanical scratch pad. All problems in addition, subtraction, and multiplication were then given to them verbally to write on their scratch pads. They computed the answer mentally and wrote it down. Then they repeated the work on the machine. The two results were checked. Each student's work was personally inspected by Mr. Bryan before clearance of the machine or erasure of the scratch pad's figures was permitted. If the answers were not the same, the student had to go over the scratch pad's figures again.

- *A by-product* of the combined use of scratch pad and machine was the stimulation of incentive in writing legible figures and in proper columnar arrangement of these figures. At the beginning of the experiment, it was noted that many children had poor handwriting for figures and did not properly columnize the figures written in addition problems. The children soon learned that they could not correctly transfer these figures to the keyboard of the machine and that their results mentally and mechanically were not the same. A noticeable improvement in penmanship and arrangement was made by all the students by the end of the experiment.

- *A teaching technique* that helped the students to remember fundamental operations of the machine was employed at the beginning of each class throughout the entire experiment. A volunteer child stood in front of the class near the *Educator* wall poster and described to the class such basic operations as preparing the machine for work, how to add, subtract, multiply, and divide. The same child was never called upon twice; so, at the end of the three months, each of the children had had a chance to describe the operating of the machine.

■ **High Degree of Enthusiasm**—Lack of interest in the operation of the machine during the experiment was shown by only six students in the entire group of 250. Those six seemed to be more anxious for the usual use of the library period, which had been curtailed by the calculator class. Over 75 per cent of the students showed great enthusiasm and liking for the subject.

Instead of a lessening of interest toward the end of the experiment, due to the fact that the subject was no longer a novelty, the majority of the students were even more enthusiastic than they had been at the beginning. Behavior was excellent throughout, since interest was so great that disciplinary action became unnecessary. The aim of each child seemed to be to get as much instruction as possible.

- *What were the reactions of the nine teachers* whose pupils had taken part in the entire project and who had seen many an educational experiment take place in their classrooms? A questionnaire was submitted to them to get their honest opinion of the experiment. "Mr. Bryan will complete his part of the program sometime in January," the questionnaire read. "Would you like to continue it in your room? If so, give the minimum number of machines needed, for it will not be possible for each class to have one for every child." All nine teachers answered "yes," and from four to six machines were placed in their rooms.

- *What did the children do with the machines* that were now available to them in their classrooms? They kept them in constant use. No machine gathered dust.

In one room where there were six machines, a group of seven children worked with them at one time. Six had machines and one worked mentally. All seven did the same page in their workbooks. The game was to find out whether any child in the group could work faster than the machine. At each meeting of the group, a different page was done. Seven pages had to be completed so that each child could rate his own speed. Being bright, they, of course, realized that they were doing a great deal of arithmetic, and they enjoyed the experience immensely.

Time schedules had to be followed in all the rooms, for all the children were anxious to use the machines as much as possible. Some children enjoyed doing some examples mentally and then some mechanically. Drill pages in workbooks were finished in very short periods.

As one child expressed it, "Never had so much arithmetic been done in so little time." Some of the children even asked whether they could borrow the machines to use during vacation.

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SPEAKERS AND GUESTS AT OSC's Golden Secretarial Banquet included: Charles Walker, president of the Northwestern School of Commerce, in Portland; Dr. Rex Putnam, Oregon state superintendent of schools; Mrs. Charles Walker; Robert I. LaDow, Gregg West Coast manager; Mrs. Ted Yerian; Mrs. Rex Putnam; Dr. Ted Yerian, OSC department head; Mary Holgate, first secretarial-studies teacher at Corvallis and guest of honor at the banquet; Dr. A. L. Strand, president of Oregon State College; and Mrs. Bertha Stutz, OSC instructor and chairman of the Anniversary activities.



Oregon State Celebrates Fifty Years of Secretarial Science

Note for educational historians: Last May the Oregon State College, in Corvallis, celebrated a significant birthday: the school had just wound up its fiftieth year of collegiate secretarial training.

■ **Fifty Years Ago**—In 1900, business offerings at Oregon State consisted of bookkeeping and writing. President Gatch, aware of the turn-of-century boom in business in the Northwest, felt the need for an expansion in business studies. He outlined a two-year program in secretarial science and announced it for the 1900-1901 school year.

• **Trained business teachers** were few in 1900. President Gatch asked his own secretary, Miss Mary Holgate (OSC '95), to teach the first class in stenography. She did, thus becoming the first OSC secretarial instructor and earning the right to be guest of honor at the recent Fiftieth Anniversary.

• **The two-year program** was in effect only one year; beginning the next year, a four-year curriculum in secretarial science, leading to a B.S. degree was outlined—possibly one of the nation's first degree courses in secretarial science.

President Gatch was right: interest in business training—of all kinds—boomed. Under the dynamic guidance of Dean John Bexell, the School of Commerce was organized in 1908 and grew into four departments (one of which was secretarial science) by 1915. In 1922, the Commerce Building was completed and became the home of the School of Commerce. The secretarial department has been there continually ever since.

■ **Last Two Decades**—The department weathered the storms of educational reorganization in Oregon.

In 1932, higher institutions were consolidated in Oregon, and OSC lost its School of Commerce to the University of Oregon, in Eugene—all but the secretarial department, which for a year was whittled back to a two-year program. The next year the four-year degree program was reinstated, but still under the direction from Eugene, a condition that continued until 1943, when another reorganization resulted in the department's becoming a major division of the School of Business in Corvallis, as it is today.

■ **Teacher Training**—The 1943 shuffle

resulted in a companion for the secretarial department: the Department of Business Education, offering a teacher-training program ranging from undergraduate to doctoral.

The two departments are both headed by Dr. Ted Yerian (founder of the Oregon B.E.A. in 1945 and first president of the Western Business Education Association). The programs of the departments are alike except that Bus Ed majors take several credits in education; instructors' assignments cross departmental lines. Members of the faculty include Dr. Fred Winger, Mrs. Bertha Stutz, Lillian Burns, C. C. Callarman, Lloyd Larse, and Dorothy Reeves.

■ **The Celebration**—OSC celebrated the Anniversary for two days. An open-house reunion brought back grads from all over the Northwest. A collection of old typewriters and textbooks made garish contrast to modern equipment and books in a big *then-and-now* display. OSC's 100 new adjustable typing desks and new business machines emphasized the *now*.

Climaxing the program arranged by Chairman Bertha Stutz was the celebrative banquet honoring Mary Holgate—a banquet attended by students, by graduates, by state and college officials, and by all OSC's former secretarial instructors.

Highest accolade to the department was paid by Dr. A. L. Strand, OSC president (his only daughter is a secretarial-science graduate), who affirmed that the secretarial-science program "provides a fine, worth-while background of general education along with a fine, worth-while program in office training."



ARTIST'S SKETCH of entrance to the OSC Commerce Building, home of secretarial science and business teacher training at Corvallis, Ore.

Smith vs. Brown *Knowing how to detect learning difficulties and faulty habits and knowing what to do about them are twin skills of successful shorthand teachers. Mr. Bauernfeind points out that both analysis and correction can take place in many different ways, some of which require the ability to make discerning investigation into factors that seem far removed from shorthand itself. This contribution is third of a series by Mr. Bauernfeind that began in the September issue.*

Shorthand Teaching Problem: Helping Students by Analysis and Correction

HARRY B. BAUERNFEIND
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Carbondale, Illinois

As the bell rings, you close the door and turn to face the class. You smile. You have a particularly eager feeling, for this is your shorthand class. You will spend the next 40 minutes with Mary, Ellen, John, and the others.

Why are you glad to be there? Because you will earn another 40 minutes' pay? Because it is the first or last period of the day? Because you have your favorite lesson in the *Manual* to present? Those could be reasons, of course; but if you are like most shorthand teachers, you simply anticipate the pleasure of being with Mary, Ellen, John, and the others and the pleasure of helping them. You know you have an impact on their lives. They need you. It is the challenge of helping them solve their problems *and the knowledge that you can do so* that give your spirits new zest. In few subjects can a teacher be so happily conscious of the need for and opportunity for giving help to individuals as in shorthand.

Knowing how to detect the symptoms of learning difficulty and knowing what to do when they are detected are twin arts of every successful shorthand teacher.

■ **Analysis of Student Work**—Analysis of students' learning problems is not synonymous with eagle-eyed examination of every sheet of homework.

• *Miss Smith* was regarded by many in her school as a hard-working teacher because she carried home a well-stuffed briefcase every evening. And Friday! Her week ends were always spent in checking *all* the shorthand papers that she had collected in the preceding week. Each Monday morning, Miss Smith would proudly present to each student a big stack of papers, all neatly annotated (red pencil) with helpful comments (both encouraging and discouraging). Analyze pupils' learning problems? Guide their corrective practice? "Every sheet!" would be Miss Smith's statement.

Miss Smith used a method of helping students that could be admired for its devotion to The Cause, but one that could not be admired for its effectiveness. Papers returned a week late, after students' habits have altered or become deeper ingrained, might just as well not have been returned at all.

Poor Miss Smith—always so tired. When John asked questions, it was a real effort to help him. The red markings on his papers (as he would see next Monday, and you would think that by now he would know the routine) were supposed to give him advice and help, *individualized* advice and help at that.

• *But consider Miss Brown.* She does not carry home many papers, but she does a great deal of personal supervision of her students' work in each class period.

As she goes up and down the aisles of her classroom, she finds that Mary is gripping her pen as if her life depended on it. The tension in her hand permeates Mary. As a result, her writing is cramped and her mental reactions toward shorthand are becoming progressively more stilted. Miss Brown helps Mary—even sits at her desk, to show her correct body position and how easily notes can flow when the pen is held lightly. So, Mary's tensions leave her, and her attitude toward Miss Brown and shorthand improves. Improving attitudes is an essential part of "analyzing and correcting," too.

Now consider Ellen. Ellen is a fine girl who enrolled in shorthand because it had always been her ambition to be a secretary. When Miss Brown checked Ellen's grades in English, she found that outstanding work had been done. Why, then, was Ellen doing such miserable work in dictation in class, despite the fact that her homework was always handed in on time and complete? Ellen knew her shorthand theory, and her penmanship was fluent and accurate; but—she did miserable work in dictation. It took some sleuthing, but Miss Brown finally discovered that Ellen's home was experiencing financial

difficulties. Ellen, who had always had good clothes, was finding that she could not get a new sweater-skirt combination so often as she was accustomed to; and, while Ellen was in class, her mind would flit off into distressing thoughts about her appearance.

Miles of red marks on Ellen's papers would never solve her problem. We have many Ellens in our classes, whose thoughts race on a course separate from our shorthand takes. Red marks could not help Ellen, but arranging for Ellen to take a course in dressmaking, in the home economics department, did help her. Her yearning for good grooming was translated into action, and her mind was freed and re-inspired for mastery of her shorthand work.

■ **Analysis—When and Where?**—One cannot define an exclusive area, time, place, or kind of analysis of student work. We cannot say that on each Tuesday we shall take fifteen minutes of each class period, and only then, to determine why John's shorthand work is in need of emergency repairs and what is racing through Ellen's mind.

Consider John. He is the only young man in the class; there are thirty girls. By some trick of fate or the alphabet, John has a seat in the front row and feels that all eyes are on him the whole time. He does not realize that the thirty girls have work to do and are as busy as he in learning and practicing shorthand.

Miss Brown is a teacher who watches facial expressions during the class period—she believes, and rightly, that analysis is a continuous procedure—and John's uneasiness in the classroom and his speed of departure the minute the bell rang were clues she understood. "Accidentally" meeting John in the hall, she learned of his intention to drop the course. The very valid reasons that Miss Brown gave him for continuing the course—advancement in business, advancement if he entered the Armed Forces, and so on—failed to change the hangdog expression on his face. But her matter-of-fact statement that she was about to assign him the last seat in the last row, beginning in the next class session, brought the sunshine back.

Sometimes we do plan systematic schedules for analyzing the work of each student, but not to the exclusion of a responsibility for day-to-day alertness to the need and the opportunity for analyzing our students' learning problems—and the causes.

■ **Planning Corrective Practice**—The need for analyzing student work and directing corrective practice starts the first day we meet with a class and ceases only with graduation, if even then.

• *In shorthand theory classes*, learning problems connected with mastery of points of theory are readily revealed in

day-by-day classroom performance. Less readily discerned are the problems connected with personal lives. The Miss Browns in shorthand teaching are always alert to problems of both kinds.

In her ten o'clock class, Miss Brown noted that Janet would begin her work each day with a great deal of vim and vigor. By the time the class period was half over, Janet's enthusiasm and energy seemed to disappear. Before long, her ability to read and write shorthand was at the 50-per-cent level, compared with the progress of her classmates. The work Janet did was passable; but there simply was not enough of it. Why?

Miss Brown found that Janet's father owned a small grocery store. In his childhood, he had been expected to "help out the folks"; he expected Janet to do likewise. It was never earlier than ten o'clock when the store closed; then it was Janet's duty to count the receipts and balance the books. Only when that daily chore was completed could Janet turn to her homework. She was simply too tired to give her attention in *any* class for more than half the time.

Because personal problems may be revealed first in the theory class, the shorthand teacher must be just as alert for them as he is for signs of trouble with the *gent-blend* or omitted *r's*.

• In *dictation classes*, personality factors and related problems may be responsible for as many learning plateaus as hesitancy on theory. Weakness in either shorthand or personality often results in weakness in the other element.

One fine example of teaching that I have observed was the work of Mrs. MacDonald, to whom each day's lesson was a new challenge, although she had taught shorthand in day and evening classes for many a year. She was a good doctor, family style. She had the family doctor's kindly air and friendly tone of voice; when she prescribed a remedy, a feeling of assurance accompanied the prescription.

When Alice came into the advanced dictation class, she was not adequately prepared. She had been hurried through an intensive theory course, in which a fetish had been made of maintaining a lesson schedule; the rigors of dictation were too much for her.

Mrs. MacDonald quickly observed Alice's dilemma; she knew it was useless to try to build speed when the foundation was not sound. She therefore gave Alice personal attention, optimistic assurance, constant encouragement—and also a series of concentrated review lessons covering the theory of shorthand. It was a difficult undertaking for Mrs. MacDonald, but she handled it with dexterity. Slowly, the

dual task was completed—getting Alice ready for speed building and simultaneously developing her speed. Without the assurances and the family-doctor prescription, Alice would not have succeeded.

Teachers of the advanced classes must realize that directing corrective practice to overcome inadequate training in theory is a natural part of conducting the advanced course, and that the prescriptions must be based on continual diagnosis.

• In *evening-school classes*, the buoyancy of the instructor is one of the most important and fundamental elements that contribute to pupil growth. The students attending evening school have done a day's work before coming to class. They have a different frame of mind, for all day they have been dealing with practical things. Unless the student has assurance that he will take home every evening something of value, he will drop out. The student is tired, demanding, a realist. He wants a strong sense of progress. Corrective practice is viewed with suspicion; so the evening school teacher of shorthand must be not only enthusiastic and reassuring but also tactful in analyzing weaknesses and prescribing remedies.

John Adams was an evening-school student, and his attitude was typical of that of many "refresher" students. He had enrolled because he knew that, with upgrading, he could qualify for early advancement in his company. Because he had received his original shorthand training at a time when great stress was placed on learning the rules and reasons underlying shorthand theory, John had a difficult time in the evening school's advanced dictation class: he *always* wanted to know *why*. The instructor used modern techniques—constant demonstration at the blackboard, generous previewing, gave many short acceleration "takes," and so on—instead of rule recitation. The instructor had to work carefully to eliminate John's mental block of eternally "wanting to know *why*"; but the effort paid dividends, for John soon began to write fluently and to pick up speed. Had the instructor not bothered to discover that John's fault was in his background, rather than in his memory, John would have failed.

Some evening-school instructors feel that less analysis and less corrective guidance are needed for evening-school classes. They point out that the students are adults and will carry on by themselves. Actually, however, the fact that they are adults makes it easier for them to see the need for more basic help and to demand it. They usually need, want, and respond to many concentration drills. They need, too, con-

siderable *group* reading in order to avoid embarrassment; for the student has not yet readjusted himself to the formalities of class work and assignments.

■ Administering Remedial Practice—

• *Remedial Classes*. Much has been said and written about the values or abuses of remedial classes in both day and evening schools. It is true that a class organized under the title *Remedial* bears an onus that the students are subnormal in some respect or other.

Suppose a group of shorthand theory students has covered the *Manual* well, but some of them are weak in brief forms and phrases. It is a worth-while device to assign these students an extra period now and then of brief-form and phrase-building practice *in addition* to their regular class work. The instructor would, of course, conduct this remedial practice in an assuring atmosphere.

• *Remedial drills* are difficult to use unless the teacher is very skilled. Miss Brown and Mrs. MacDonald would not prescribe them wholesale to any class, because good teachers know that remedies, like the ills they are to correct, are a matter for individual prescription.

Such teachers, however, devote considerable attention to teaching students some elements of self-diagnosis; and when the teachers convert part of a class period into remedial practice, the practice is conducted on an individual basis, not a group one, even though all students may be doing their respective remedial drills simultaneously.

■ *Conclusion*—Good teaching requires that each lesson presentation will incorporate as many elements as possible to prevent the need for corrective practice. So long as classes are made of Ellens and Johns and Janets, however, there will be individual differences in learning rates and learning problems within each class.

Good teaching requires, therefore, that the teacher constantly analyze each day's performance—and provide the proper amount of redirection for each student—reviewing papers is but one way of reflecting on a day's performance. With skill and good fortune, extra class sessions or remedial lessons may not be necessary; but the more varied the abilities and experiences of each group of students, the more likely that drastic corrective measures will need to be prescribed and administered.

The fundamental thing to be remembered, however, is that poor performance in shorthand may have nothing to do with the learning of shorthand itself. Red marks and directed corrective practice will, in some cases, miss entirely the root of personal problems. It may sound trite, but it is still true: we teach students, not shorthand.

Conscience Squirming? Last month Doctor Klein ripped into three ideas that have been popular among some typewriting teachers. He called the ideas "fallacies," pointed out what was fallacious about them, and offered affirmative counter-suggestions. The balloons already punctured are: (1) that it is best to teach all the alphabet reaches in one lesson; (2) that it is best to spread the introduction of the alphabet reaches over a period of 20 or 30 lessons; and (3) that students should learn to "do it like the expert" right from the outset. Now he continues this uncomfortably challenging series with—

Fallacies in Teaching Typewriting, 4-6

DR. A. E. KLEIN
City College of New York

■ **Fallacy No. 4: "Demand Perfect Accuracy Right from the Start, or Students Will Never Learn to Type Accurately"**—The teacher who uses the slow approach to learning the keyboard (guilty of Fallacy No. 2) often insists on a perfect copy of each exercise right from the start.

• **Origin of the Fallacy:** This demand is undoubtedly an echo of the S-R Bond theory developed by Thorndike. Thorndike stated his "law of exercise" as follows:

When a modifiable connection is made between a situation and a response, that connection's strength (other things being equal) is increased. By the strength of a connection is meant roughly the probability that the connection will be made when the situation recurs.

In typewriting, the stimulus is the printed letter or word, and the response is the typing of that letter or word. If the wrong response is made (according to this theory), the connection in the nervous system resulting from the *incorrect* response is strengthened. That is just another way of saying that a few incorrect responses will result in bad typing habits. Teachers who believe the theory therefore think that tolerating any errors (incorrect responses) encourages bad habits.

• **What's Wrong?** Thorndike later modified his S-R theory, in part because of the studies of another psychologist, Dunlap. Dunlap, you may recall, cured his own habit of typing *hte* for *the* by deliberately practicing *hte*. Finding that one could sometimes develop a correct habit by deliberately practicing it wrong upset the hard-and-fast original "law of exercise." Psychologists no longer believe that demanding perfect performance is the only way to get good habits.

• **The teacher** need not fear that a few incorrect responses, allowed to go uncorrected at the beginning of the course, will result in bad typing habits. In fact, we know from experience that the contrary is true: bad typing habits are very often the result of insisting on

perfect copies. To achieve the goal of a perfect copy, the student is forced to type much below his normal rate, to develop a slow and hesitant touch, and to look or peek at the keys frequently.

Proper emphasis is on first helping the student learn the key locations and permitting him to feel his way gradually. Allowance must be made for some initial "diffused" or "random" movements, which result in errors; these will disappear in a short time. We must remember that accuracy is the result of control—and control results from the right motions made at the right speed.

• **The student** will make some errors no matter what the teacher insists on. Demanding perfect copies does not normally result in getting them; on the rare occasion when it does, the perfect copy is achieved at the expense of acquiring a high degree of typing skill.

The point is that the student should constantly improve in accuracy, first for short intervals, gradually for longer ones. The student must learn to *control his typing rate*, so that almost at will he can spurt a little faster or decrease a few words a minute. Such control enables him to let down, if necessary, to type a perfect or almost-perfect copy for a minute or two; or, to type at a slightly faster rate with no more than an error or two. Later on he should develop the ability to type for 5 or 10 minutes with no more than an error a minute. Finally, he should develop the power to type for 5 or 10 minutes with no more than an error every 3 minutes on straight copy.

• **If "rate control"** is important, one asks, how can it be developed? When the student is ready for it, he should be permitted to push forward into higher speed realms, preferably on easy material on which few errors will occur; those errors should not, during such explorations, be penalized. After a few spurt increases, the student should practice typing at slightly lower rates until he reaches the rate he can maintain with near-perfect control for at least a minute. Mastering *rate control* is a key factor; the student must learn how to push for speed and how to slacken off to get control.

• **"I don't insist on perfect copies,"** say some teachers; but they do say, perhaps, "Accuracy first! Speed will take care of itself." It never does.

If the student *strives* (even though failure may be countenanced) continually for perfect copy, he is forced to type considerably below his potential speed; he falls into a rut. The only way he can clamber out of it is to strive to write faster. As I have heard Dr. Rowe, of Columbia University, say: "The student must be allowed to gamble"—he must be allowed to type faster, even though an error or two may result.

• **How much faster** should the student attempt to write? It is a moot question. Some advocate an all-out attempt for speed, regardless of the number of errors made. Others recommend that the student should type faster, but not so rapidly that he will make more than an error or two a minute.

The use of easy materials makes it possible to attain a higher spurt speed without many errors; on easy copy, particularly with purposeful repetition, students are bound to make some improvement. But even on easy copy, I must repeat, progress will be extremely slow or altogether lacking if the student is not permitted to push for speed or if he is required to produce perfect copies.

The demand for perfection, even by oneself, can be most damaging: Just recently, I witnessed the snail's-pace progress of a music teacher (she had a horror of striking the wrong typewriter key) and of a precise, methodical lawyer ("must be accurate, you know").

■ **Fallacy No. 5: "Use Blank Keys"**—This is a poor procedure for one very good reason: it does *not* prevent a student from looking.

Most students have little or no trouble learning the key locations. They soon memorize the location of each key and know what finger to use in striking it. But they will look anyway, just to make sure that they hit the right one; blank keys prove to be no handicap in doing this.

The real remedy is obvious—say nothing, or very little, about errors while students are learning key locations. In fact, it might be wise to state frankly that they are bound to make *some* errors while learning where the keys are located, but that learners should not let this bother them, since the errors will soon disappear. Point out also that even after they have learned to type they will make an error now and then and that erasers are still being manufactured and used in business offices.

• **One effective method** of convincing beginners of the advantages to be gained by learning to type *by touch*

(Continued on page 150)

Here's Another New "WWT"

When this magazine restored to its pages last month its famous feature, the "World's Worst Transcript," readers were quick to applaud. "Give us some very easy ones, for beginners," wrote one teacher. "Don't forget to include some strikeouts among the errors," suggested another.

"I hadn't tried them before," said one, "but they are wonderful. They make a game out of the worst chore in transcription—proofreading!"

■ A Spelling WWT—"Here is a letter I composed for use in my own class," wrote Evelyn Stevens, of West Side High School, in Newark. "It includes the words that are the worst spelling demons for my students." Teachers may wish to dictate this letter, to try it on their own students:

Ace Paper Company
Lowell 6
Massachusetts
Attention Mr. Don Simms

My dear Sirs:

We're very much disappointed with the stationery we recently had occasion to order from you. I doubt whether you, Mr. Simms, would advise use of this order inasmuch as it represents your company, too.

I am enclosing two samples from the package. You will see the principles of sound printing are quite thoroughly abused. My superior's exact words relative to this inconvenience were: "I recommend you try to get a reprint of this order in time for our February sale." Will it be possible to carry out his recommendation?

There is no other firm in the East with whom we would like to deal. However, use your own good judgment in this matter. I am taking opportunity to send you under separate cover our department's samples plus all their previous orders.

Yours very sincerely,
Personnel and Sales Manager

• Its Use. "I give this same letter four times each term," explains Mrs. Stevens. "It is interesting to keep the first transcript and then to pass it out after the last one!"

Instructions she dictates to the students cover:

TO OBTAIN CERTIFICATES

1. Write on school stationery a letter that lists the names of qualifying students. Indicate number of errors each student detected and the certificate for which he has qualified.

2. The only papers to be forwarded are those of students qualifying for the superior certificate.

3. Send the request and papers, if any, along with the 10-cent fee for each certificate, to Gregg Awards, 16th Floor, 330 West 42 St., New York 18, N. Y. Postmarks must not be later than December 1, 1951.

1

Sept. 31, 1951

2 Mr. Edward Kurtz
3 Kurtz & Marlin Inc.
4 Park Drive
5 Cleveland

6 Dear Mr Kurtz:

7 Are you contemplating the purchase of new office machines.
8 We can re-build the machines now in use in you're office at a price
9 far below the cost of new equipment. Foremost Enterprises has earned
10 the distinction of being one of the worlds foremost dealers in
11 re-built office machines. Our files are bulgeing with unsolicited
12 testimonials of jobs well-done. A sample picked at random reads:
13 "The saving your services affected, has enabled us to enlarge our
14 . . . Are you not interested in saving on your repair bills, and
15 at the same time really improving your equipment.

16 Every machine we recieve (irregardless of date when purchased
17 is completely dismantled and thoroughly cleaned. All worn and broken
18 parts are replaced. All exposed parts are nickle-plated before
19 re-finishing is completed. Finally, the finished product is given a
20 through check to make sure its the equal of a new machine in appearance
21 and performance. All machines--hand and electric--are installed
22 and garanteed against mechanical defects, for two years.

23 We are completly equipt to handel light or heavy duty machines, hand
24 control or fully automatic types, machines that take many sizes of
25 paper from 3 x 5" to 7 1/2 by 15. Our services are available for either
26 AC or DC motors. We maintain a permanent show room at this address.
27 Wont you let one of our experineced mechanics take you on a personally-
28 conducted tour of the plant. We beleive this visit will prove
29 profitable, when you see the value you can obtain at so little cost.
30 We shall be glad to make an appointment to suit your convenience. If
31 you prefer one of our representatives will be glad to call. Let us
32 solve your problems! We know we can be of service to you. May we
33 hear from you?

34

Very truly yours

35

Formost Enterprises, Inc.

Louis Martin

36

Sales manager

THE NOVEMBER World's Worst Transcript! It has 73 errors—but we'll wager you won't find more than 60 without referring to the key, which is on page 154!

1. Stationery to use
2. Letter style to use
3. Whether to make a carbon
4. Whether to address an envelope
5. The name of the letter writer
6. How to spell Simms

■ This Month's WWT — After trying your own eagle eye on detecting the 73 errors in this month's WWT, displayed above, duplicate it (being sure to include every error) and distribute copies to your students. Those who detect 56 errors qualify for a Junior Certificate in Proofreading; those who detect 65 errors qualify for the Senior Certificate; those who type a correct, mailable copy qualify for the Superior Certificate. Certificates may be obtained from BEW—note the boxed rules.

• Students respond markedly to use of the WWT in typewriting, transcription, office practice, and other classes in which proofreading typescript is important. Use of a WWT does not teach students how to proofread, but it does alert them to kinds of errors for which they should look.

Soon after students have "played the game" of detecting errors on two or three WWT's, they know they are to watch for incorrect word divisions, impossible dates, contradictory spellings

of names, inconsistent references, and spelling demons—all elements important in proofreading. Evidence of growth will be shown by any cumulative record that indicates the percentage of errors detected by students in a succession of WWT's.

Grading on Electrics?

Although the electric machine has solved many typing classroom problems, it has also introduced a new one: How to grade students who are trained on the electrics in the same school with students trained on manual typewriters?

Typical of the situation is one that occurred in Dorsey High School, Los Angeles, where the regular grading standards were maintained. According to Postings (publication of the Business Education Department of the Los Angeles Schools), the following is a table of the grades earned by students in the classes of one teacher:

| Manual Typists | Mark | Electric Typists |
|----------------|--------|------------------|
| 3 (11.5%) | A | 6 (16.7%) |
| 5 (19.2%) | B | 12 (33.3%) |
| 11 (42.4%) | C | 16 (44.4%) |
| 4 (15.4%) | D | 1 (2.8%) |
| 3 (11.5%) | F | 1 (2.8%) |
| 26 (100%) | Totals | 36 (100%) |

For Learning Experiences Last month Doctor Hanna discussed the importance of providing bookkeeping students with firsthand bookkeeping experiences so that they would understand and remember better the principles of bookkeeping. There are, however, many phases of business recording activities that they cannot experience firsthand. How can such phases be made into permanent learnings? In this contribution, second of a series, Doctor Hanna suggests—

Methods of Teaching Bookkeeping, 2: The Uses of Classroom Dramatization

J MARSHALL HANNA
Ohio State University
Columbus, Ohio

"Dramatization? In a bookkeeping classroom?" The idea may seem ridiculous, but do not be incredulous. Before you reject the idea, think through these two facts:

1. *Dramatic participation* is one of the most effective types of learning. If you question this statement, examine the extensive use made of dramatization by our elementary schools. Ponder the reasons underlying the increased use of dramatic participation in the high schools everywhere, especially in social studies.

2. Through dramatization boys and girls are able to associate themselves in the classroom with life situations. It is not possible to provide *direct learning experiences* for bookkeeping students in all phases of business activity associated with bookkeeping; but some of these experiences may be simulated—may be dramatized.

■ **For Permanent Learning** — Nice theory? Let's make a practical test. Let's assume that our new topic concerns "Records of Corporations." Which of these two situations do you feel will lead to better understandings and more permanent learning?

• **Situation No. 1.** No dramatization is involved; the class is conducted in the traditional manner of study and recitation.

The students read the unit in the textbook. The text states that a *corporation* is "an artificial being created by law, and given many of the legal capacities of individuals"; that a corporation must have a *charter* issued by the state; that *capital stock* is "an investment which the stockholders make in a corporation"; and that *dividends* are "that portion of the earned surplus of a corporation which is divided among the stockholders."

The students study the terms. They list them, write definitions. The objective is to be able, eventually, to match

the definitions with the terms on a chapter test.

The students undertake also a number of bookkeeping exercises that require the use of such accounts as Capital Stock Authorized, Capital Stock Subscribed, Capital Stock Issued, Surplus Earned, and Dividends Payable.

The major portion of the class period is spent in doing or checking exercise material. Some questions and answers are organized around the entries required by the problems.

EFFECTIVE TEACHING THROUGH DRAMATIC PARTICIPATION...



• **Situation No. 2.** The topic is made the subject of a dramatization—not histrionics, please note; not a humorous skit or a few minutes' visualization, but rather a detailed enactment of the subject matter of the topic on a level in which all students participate. The objective is not entertainment, notwithstanding the fact that interest will be high; the objective is to simulate real experience so that understanding will be complete.

1. The class decides to set up a

dummy corporation. The group discusses (a) why it would be better to establish a corporation than to establish a partnership, and (b) the disadvantages of any corporate organization.

2. The class examines certificates of incorporation—perhaps the illustrations in several different bookkeeping textbooks—to determine the items covered. The class writes co-operatively the certificate of incorporation for their class corporation. The class discusses such topics as the amount of stock to be authorized, the differences between par-value and non-par-value stock, the differences between preferred and common stock.

3. Each student in class subscribes to take a certain number of shares of stock. The accounts for Capital Stock Authorized and Capital Stock Subscribed are placed on the blackboard for discussion.

4. Stock certificates are prepared and issued to each class member. Entries in the Capital Stock Subscribed and Capital Stock accounts are illustrated and discussed.

5. The class holds a stockholders' meeting and elects the board of directors. The voting rights of stock are discussed.

6. The board of directors holds a meeting in the classroom and elects the officers of the corporation. Duties of corporation officers are discussed.

7. A Profit and Loss Statement is presented (assumed that the corporation has been in operation a year), and the directors determine the amount of profits that are to be paid in dividends. The class discusses where dividends come from and the desirability of retaining part of the profits in surplus. The Surplus account and the Dividends Payable account are discussed and illustrated on the blackboard.

8. Dividend checks are issued to the stockholders. Entries to record dividend payments are explained.

9. The students do exercises involving corporate records from their textbook.

• **Comparison of the Two Situations.** In Situation No. 1, the approach was through memorization. The terms (capital stock, surplus, dividends, certificate of incorporation, par-value stock, non-par-value stock, preferred stock, common stock, etc.) were not attached to any real experiences. The knowledge is mainly verbal and probably will be forgotten soon.

In Situation No. 2, the procedure for establishing a corporation was simulated in the classroom. Through participation the students gained a background of experiences to which to tie terms and bookkeeping accounts. Knowledge is functional and will probably be remembered.

One evidence of the value of simulating corporate organization is the success of "Junior Achievements, Inc.," a youth movement that is based on corporate activities just such as those described above.

■ **Not Just Corporations**—"Yes," the bookkeeping teacher says, "I can see that simulating a corporate organization would be a good way to learn about corporations. But what about the run-of-mine topics?"

Dramatization can, in one form or another, be utilized for better learning in many aspects of bookkeeping that cannot be experienced directly. Let us see, as examples, what dramatization can do in—

1. The use of practice sets
2. The use of business forms
3. The preparation of payrolls

—which represent three different types of bookkeeping teaching situations.

■ **Practice Sets** — Only in relatively small businesses does one individual keep all the records. The larger the business, the greater the breakdown in the bookkeeping activities.

Many students will find employment in offices where they perform only one phase of the bookkeeping processes, such as posting to customer accounts or recording entries in the Cash Receipts Journal. It seems logical, then, that students should see how this division of responsibility actually functions. One way that this may be shown is through specialization of the work in a practice set.

• **The Plan.** Instead of having each student do the entire practice set, divide the class into groups of five. The five students work co-operatively in the completion of the one practice set. Designate one member of each group as the head bookkeeper; he, in turn, assigns responsibilities to the other members of his group. The exact division will depend on the nature of the practice set being used and whether or not business papers are included. The following schedule of duties is an adaptation of the plan recommended by Stutsman:¹

Head Bookkeeper: Notes Receivable Register, Notes Payable Register, General Journal, Auditing

Cash Payments Clerk: Checkbook, Cash Payments Journal, Accounts Payable Ledger

Cash Receipts Clerk: Cash Receipts Journal, Accounts Receivable Ledger

Sales and Purchases Clerk: Sales Journal, Purchases Journal

General Ledger Clerk: General Ledger, Files

If the practice set covers a two-month period, the positions may be rotated for the second month. The entire practice set may be repeated with stu-

dents assuming different positions if added work is considered desirable.

• **Outcomes.** In addition to simulating the division of the bookkeeping process, as found in many offices, and to increasing interest in the practice set, there are several other outcomes. The students are given an opportunity to assume responsibility. The necessity for co-operation is emphasized. For the first time students may realize that errors and delays in their work not only affect them personally but also affect the work of others.

■ **Business Forms**—A generally accepted objective of elementary bookkeeping is to develop familiarity with common business forms and with their functions. Some students have difficulty differentiating among the functions of such forms as the purchase requisition, purchase order, purchase invoice, and sales invoice. Following is a brief description of how one teacher uses dramatization to make the distinction among these forms clear.

• **Material Used:** A quantity of mimeographed or hectographed copies of purchase requisitions, purchase orders, sales (purchase) invoices; several copies of a price list of office supplies; and three large printed signs, "Stock Department," "Purchasing Department," "Universal Office Supplies." The materials are duplicated by the office-practice class.

• **Procedure:** The first two rows of students represent the Stock Department. They prepare purchase requisitions, which are passed to the next two rows of students, who represent the Purchasing Department.

The students in the Purchasing Department prepare purchase orders from the requisitions, using the price lists. The orders are then passed to the next rows, representing the Universal Office Supply Company. The students in the Office Supply Company check the purchase orders and prepare sales invoices. The sales invoices are then sent back to the Purchasing Department and then to the Stock Department.

In each step of the process, the appropriate number of copies are filled out, compared, checked, and properly dispensed. The appropriate entries are made in the customer and creditor accounts.

The students rotate positions to obtain a variety of experiences.

• **Outcomes:** By this simple, dramatized procedure, the teacher is able to telescope time and to simulate in the classroom the entire purchasing procedure as it relates to record keeping.

■ **Payroll**—Another teacher uses an interesting plan as an introduction to payroll calculations and records.

• **Procedure:** A time clock is borrowed from a local distributor. Payroll

cards are prepared for each student in class. Three weeks prior to the time that payroll records are to be studied in class, the time clock is set up in the classroom and each student "rings in" when he comes to school in the morning and "rings out" in the afternoon.

When the unit on payroll is presented in class, the students use their own time cards as the basis for payroll calculations. For each week the wage is calculated by a different method. The wage for the first week is calculated without overtime pay. Overtime pay is based on the number of hours beyond a certain total for the second week. In the third week, overtime pay is based on all hours over a certain number each day.

• **Outcomes:** Through this form of dramatized experience, the teacher (a) provides the students with the experience of ringing in and out on a time clock, as a basis upon which to introduce payroll records; and (b) ties payroll calculations to the student's own time cards, thereby personalizing the unit and making it more meaningful.

■ **Summary**—There are many phases of business and recording activities that bookkeeping students cannot possibly experience at first hand. Dramatic participation can be used as a means of getting students as close as possible to certain real situations that they could not otherwise directly experience. It personalizes content, thus increasing student interest. It leads to more permanent learnings. It teaches students to work co-operatively toward a common goal.

A resourceful bookkeeping teacher will find many phases of bookkeeping that may be made more meaningful through dramatization.

(The next in this series of articles will discuss classroom demonstrations.)

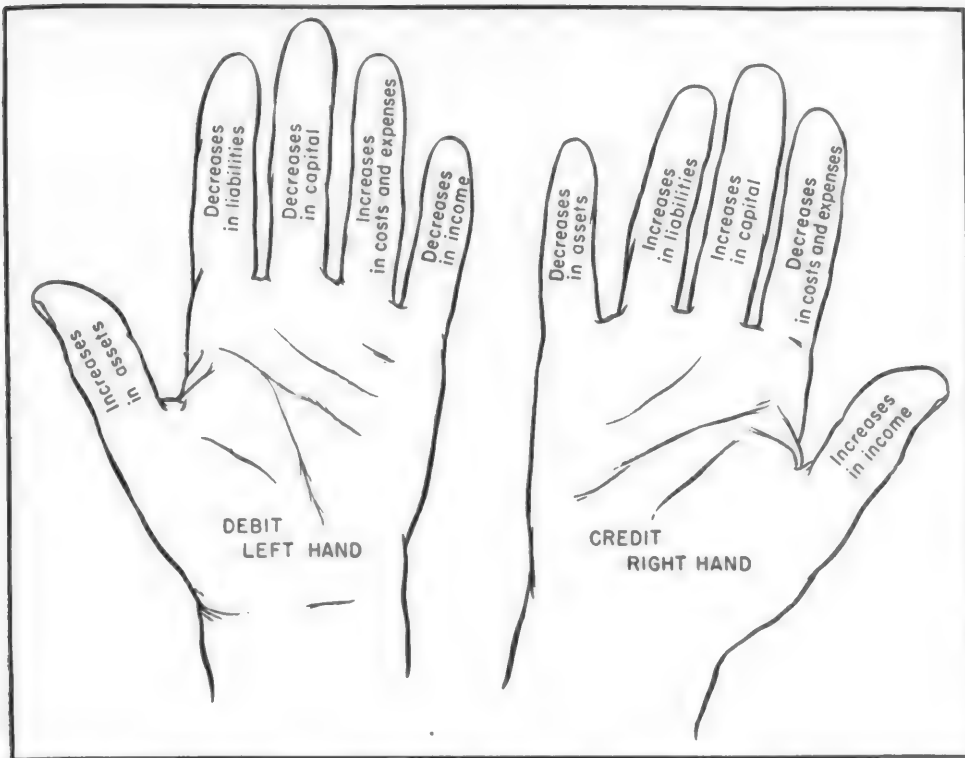
New York City Co-ops Earned \$1½ Million

During the 1950-1951 school year, the 2,400 boys and girls taking part in New York City's co-operative program earned \$1,252,487 in salaries.

A report made public by Miss Grace Brennan, co-ordinator of the program, explained that the money was earned entirely through co-operative education projects, which involve alternate weeks of classroom study and work on the job.

Miss Brennan also pointed out that 96.5 per cent of the students taking part in the program complete their high school course: "Co-operative education is demonstrably effective in encouraging boys and girls to continue their education," she said.

¹ Galen Stutsman, "Let Students Specialize in Bookkeeping Sets," *The Balance Sheet*, May, 1949, page 346.



THIS ILLUSTRATION is the key to the author's "Hands-Up" method of introducing journalizing to bookkeeping students. It provides an orientation to the "Three R's" of journalizing: Recognizing, Reasoning, and Recording accounts.

Practice in Journalizing — the November Bookkeeping Contest Problem

MILTON BRIGGS
Bookkeeping Editor

■ **The Most Fundamental Step** — Bookkeeping teachers agree that the most fundamental of the fundamental steps in bookkeeping procedure is journalizing. A teacher is worth his weight (almost) in gold if he can produce bookkeeping students who have the analytical power to form the firm foundation upon which the rest of the bookkeeping structure is built. The ability to journalize correctly (analyze a business transaction, determine the accounts affected, and record properly the debits and credits to those accounts) is the earmark of a top-notch bookkeeping student.

• **The November bookkeeping contest problem** stresses journalizing. The purpose of this introduction to the problem is to share a method of teaching this fundamental step in such a way that the student's grasp of it will be facilitated and the lesson indelibly learned. During nineteen years of teaching bookkeeping and accounting, the writer has employed this plan profitably.

In journalizing, the student must take three steps (I refer to them as "the three R's"): (1) He must *recognize* the accounts affected by a transaction

as assets, liabilities, proprietorship, income, costs, or expenses; (2) he must *reason* the effect on these accounts, whether they are increased or decreased as a result of the transaction; (3) he must *record* in the proper book or form the result of his reasoning, with figures.

Best of the Best!

From among the thousands of papers submitted in BEW's September Bookkeeping Contest, the judges have selected the following ten as "Best of the Best":

Veronica Beauvois, St. Angela Academy, Montreal, Quebec.
Elizabeth Evans, College of Our Lady of Mercy, St. John's, Newfoundland. Teacher: Sr. M. Francis.
Bonnie Grigory, Yuba City Union High School, Yuba City, California. Teacher: Reginald C. Estep.
Betty Kraemer, St. Mary's Business School, Buffalo, New York. Teacher: Sr. M. Justene.
Claudette J. Leroux, St. Anthony High, New Bedford, Mass. Teacher: Sr. M. Yvette.
Lucille Levesque, Presentation of Mary Academy, Hudson, N.H. Teacher: Sr. Maria of the Trinity.
Naomi O'Connor, Molalla High School, Molalla, Oregon. Teacher: Miss Paulick.
Mariorie Petroski, Amherst High School, Amherst, Mass. Teacher: Irene E. Hale.
Janelle Potratz, Rock County High School, Bossett, Nebraska. Teacher: Verna Lee Kindig.
Irene St. Michel, Saint Andre School, Biddeford, Maine.

To teach the student these "three R's" effectively is the task of the teacher and a test of the teacher's ability. The illustration shown on this page should prove helpful. It was designed to impress on the student's mind the all-important rules *and reasons* for debiting and crediting the accounts affected by any business transaction. This "hands-up" method is simple, but effective, as a teaching device. It takes the student back to the days when he used to count on his fingers, a most elementary procedure which he delights in recalling.

• **On your blackboard**, draw the "hands-up" illustration. Then ask your students to place their hands in front of them, palms up. Impress the fact that the student's left hand is the **DEBIT** hand, and his right hand is the **CREDIT** hand. Next, beginning with the left thumb and, continuing from left to right as in reading, drill the fundamental rules for debiting and crediting accounts given in all bookkeeping textbooks and repeated here in the "hands-up" illustration. Stress the *reason* for debiting and crediting each classification of account. Introduce model transactions, and complete the "three R's" of journalizing with each. Ask students to copy the illustration in a notebook for future reference and study, and note particularly that each of the fingers and thumbs symbolizes a rule.

The student can learn the rules in this way so that he cannot easily forget them. Whenever he observes his left thumb, for example, he will visualize the rule, **DEBIT INCREASES IN ASSETS**; his right thumb will visualize for him the fundamental rule, **CREDIT INCREASES IN INCOME**. It works!

■ **BEW's November Problem**—In this contest problem there are thirty different transactions selected from those that actually occurred in a large retail store. To earn a Junior Certificate of Achievement or an O.B.E. pin in this contest, journalize the transactions through November 10; to earn a Senior Certificate or O.B.E. pin, journalize the transactions through November 20; to earn a Superior Certificate or O.B.E. pin, journalize only the transactions for November 21 through 30.

Please read the rules carefully before you begin the contest in your classroom. The teacher's key is given at the end of this article.

■ **Instructions for Students**—Use pen and ink and simple general journal form, either plain white paper properly ruled or regular general journal paper with two money columns at the right side of the sheet. Include an explanation with each entry.

Account titles, suggested for use in recording these transactions, are listed

at the end of the problem. Teachers and students who are accustomed to other similar titles may feel free to use them.

■ The November Problem— NOV. 1951

- 1 Wayne Williams, the proprietor, invested an additional \$1000 in his business.
- 2 Bought merchandise for cash from Farmer & Francis, \$158.94.
- 3 Bought goods on account from the Earley-Seymour Corporation, \$201.98.
- 5 Sold merchandise to J. C. Rhodes for cash, \$21.13.
- 6 Sold goods, on account 30 days, to George Pine, \$52.06.
- 7 Paid the Friendly Furniture Corporation \$155.50 for merchandise purchased last month.
- 8 Sent a check to Brown & Sampson, \$305.64, for goods bought on account in October.
- 9 Received a check for \$52.31 from Charles Weinert for goods previously charged.
- 10 Sent Hines & Company a 60-day promissory note, \$200, in partial settlement of account.
- 13 Received a 30-day note, bearing interest at 6 per cent, from Henry J. Simpson in settlement of his account; face of note, \$135.40. Sent Superior Supply Company a check for \$125 to pay a promissory note due today (no interest).
- 14 Paid interest, \$9.66, for money borrowed from Walter White.
- 15 Received payment, \$55, from Norman Moore for his promissory note due today (no interest).
- 16 Received a check, \$7.92, from Thomas Young in payment of interest on his note.
- 17 Sent a check, \$75, to the Merchants Trust Company in payment for rent of storage space.
- 19 Bought a new typewriter for cash, \$159.50.
- 20 Purchased wrapping paper from Kennedy & Company on account, \$35.60. (Debit Supplies.) Sent a check, \$57.79, to the Overland Express Company in payment for transportation charges on merchandise bought.
- 21 Paid Mercury Motor Delivery Service \$9.55, transportation charge on merchandise sold.
- 22 Wayne Williams, the proprietor, withdrew \$65 for personal use.
- 23 Mr. Williams took \$25 worth of merchandise from stock for personal use. (Credit Purchases.)
- 24 Paid \$15.65 for gift wrapping paper purchased, not previously charged.
- 26 Purchased a filing cabinet for office use, \$36.50, from the A-1

Office Equipment Corporation on account.

- 27 Paid cash for printing and distribution of advertising circulars, \$35.75.
- 28 Paid clerks' wages \$455.65 less \$63.50 for employees' income taxes withheld and \$6.83 for employees' share of O.A.S.I. (Old-Age and Survivors Insurance) tax. One debit and three credits are required for this entry. (Teachers: See key.)
- 28 Recorded the employer's share of the O.A.S.I. tax liability, \$6.83.
- 28 Paid premiums for insurance on merchandise in stock, \$95.67. Sent a check to the State Treasurer in payment for sales taxes collected, \$134.57. (Debit Sales Taxes Payable.)
- 29 Paid for television (advertising) broadcast by check, \$55.50.
- 30 Sent George Strong a check for \$55.95 in full payment for his invoice of October 30, \$57.09 less 2 per cent discount.

BOOKKEEPING CONTEST RULES

1. Students enrolled in business education classes everywhere are eligible to participate. Reprints of the contest problems may be purchased from BEW at 5 cents each or by subscription: 10 tests a month, for nine months, cost only \$2; each additional subscription for nine months, 20 cents.
2. Either teachers or student judges may select the papers to be certified, but the teacher must write and sign the statement that certifies to the eligibility of the students named.
3. Print or type a list of the names of students who prepare acceptable papers. Indicate beside each name whether the student is to receive (a) the junior award, (b) the senior award, or (c) the superior award, and (d) whether application is made for a Certificate of Achievement (fee, 10 cents), a gold-and-enamel O.B.E. pin (fee, 50 cents), or both (fee, 60 cents).
4. If 15 or more students qualify on any or all of the problems and are named on the teacher's letter, select the one best paper and attach it to the list of names; if, upon examination by BEW judges, the paper is found completely satisfactory, the "best" student will receive BEW's junior, senior, or superior O.B.E. pin free. Moreover, after the judges have examined all the best papers, a special Honorable Mention list of "the best of the best" student bookkeepers will subsequently be published in this magazine.
5. Mail the list of names, the one best paper and a check or money order covering the fees to: Awards Department, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 18, New York. DEADLINE DATE: December 1, 1951.
6. Judges are Milton Briggs, Walter M. Lange, and Dr. Alan C. Lloyd. Decisions of the judges are final.

• **Account Titles.** Following is a chart (list) of the account titles suggested for use in preparing the solution for this contest problem:

ASSETS— Cash, Accounts Receivable,* Notes Receivable, Supplies, Prepaid Insurance, Office Equipment.

LIABILITIES— Accounts Payable,* Notes Payable, O.A.S.I. Taxes Payable, Employees' Income Taxes Payable, Sales Taxes Payable.

PROPRIETORSHIP — Wayne Wil-

liams, Capital; Wayne Williams, Drawing.

INCOME—Sales, Discount on Purchases, Interest Income.

COSTS—Purchases, Transportation on Purchases.

EXPENSES — Advertising Expense, Interest Expense, O.A.S.I. Taxes, Rent Expense, Salaries and Wages, Transportation on Sales.

■ Teacher's Key—

| Date | Accounts Debited | Accounts Credited |
|--------|--------------------------------|---------------------------------|
| Nov. 1 | Cash | Wayne Williams, Capital |
| | 2 Purchases | Cash |
| | 3 Purchases | Accounts Payable |
| | 5 Cash | Sales |
| | 6 Accounts Receivable | Sales |
| | 7 Accounts Payable | Cash |
| | 8 Accounts Payable | Cash |
| | 9 Cash | Accounts Receivable |
| | 10 Accounts Payable | Notes Payable |
| | 13 Notes Receivable | Accounts Receivable |
| | 13 Notes Payable | Cash |
| | 14 Interest Expense | Cash |
| | 15 Cash | Notes Receivable |
| | 16 Cash | Interest Income |
| | 17 Rent Expense | Cash |
| | 19 Office Equipment | Cash |
| | 20 Supplies | Accounts Payable |
| | 20 Transportation on Purchases | Cash |
| | 21 Transportation on Sales | Cash |
| | 22 Wayne Williams, Drawing | Cash |
| | 23 Wayne Williams, Drawing | Purchases |
| | 24 Supplies | Cash |
| | 26 Office Equipment | Accounts Payable |
| | 27 Advertising Expense | Cash |
| | 28 Salaries and Wages | Employees' Income Taxes Payable |
| | | O.A.S.I. Taxes Payable |
| | 28 O.A.S.I. Taxes | O.A.S.I. Taxes Payable |
| | 28 Prepaid Insurance | Cash |
| | 28 Sales Taxes Payable | Cash |
| | 29 Advertising Expense | Cash |
| | 30 Accounts Payable | Cash |
| | | Discount on Purchases |

* Names of individual customers and creditors may be used in place of the controlling account titles.

New Business in Business Education

Teaching Devices

HELEN HINKSON GREEN
Michigan State College
East Lansing, Michigan



■ **One Ring Beats Two**—Maybe not on a girl's finger, but for expedient filing. Recently I borrowed some materials from Mrs. Merle T. Bradshaw, County Superintendent of Schools, Lewis County, Missouri, and discovered the advantages of this "one ring over two" business. Mrs. Bradshaw keeps one entire volume of her professional magazines clipped together by simply punching one hole in the upper left-hand corner of each issue and inserting one metal ring through the holes. I was amazed at how much easier and speedier just one ring at the upper corner (instead of two or three down the back) made selecting and thumbing through any particular issue in a given "ring's worth" of magazines.

• As another way of filing magazines, my boss, Lyle Maxwell, uses pamphlet boxes to house his collection of business-education periodicals, which he makes available to everybody. These are vertical file boxes, holding from 18 to 24 issues, open at the back end. On the "shelf-out" end he pastes a typed list of the contents of the box. A label on the bottom says "Order from Library Bureau Division, Remington Rand Inc., Catalog No. 1719.2."

While we're giving sources, that aforementioned ring can be had from any dime store for a nickel. Who says a nickel won't buy anything any more!

■ **How to Remember Names**—"Your face is perfectly simple, but I can't remember your name" may be a corny comedian's joke, but "Tain't funny, McGee," when it happens in class. I overheard one of Max's practice teachers asking for suggestions on how to learn quickly and then remember the names of the students in his various classes. Max came up fast with a number of good ones: (1) making seat charts, as soon as and if possible; (2) having typing students (just as soon as they learn the keyboard) type their names, either first, last, or both, at the top of each sheet the minute they put the paper in the machine; and (3) looking directly at each student when you call roll the first day or so and trying to associate something about him with his name. I have one or two more that I find helpful.

• One is to sort through the 5-by-3 class cards at the end of the day (more about these later), separating them into piles of "those I know," "those I don't know," and "those I think I know—maybe." I put the "think I know's" on top, as they will be the easiest bunch to clip off in a hurry, the "don't know's" go second, and the "know's" last. Next day by calling on students in that order, I clear up most of the doubtfuls right off, and make good progress on the "don't know's." That night I re-sort (I've got a big pile of "those I know" this time) and proceed as before.

Finally, a day or two later, I write down the two or three elusive names on a tiny slip and clip it right up at the top of the page I'm beginning next day. Those names get a workout immediately, and perhaps for two or three days; then I'm sure of all of them.

■ **Calling on Students**—Getting back to the class cards—when I was a beginning elementary teacher in St. Louis, Missouri, my very first principal, the late Mr. E. E. McCaslin, taught me their value as a classroom device. "Unless you use class cards," he said, "you'll either tend to call on the very bright, the very poor, the very pesky, or even the just 'fair to middling.' But you'll be sure to miss some and overwork others. Now, if you'll just quietly turn over a recitation card every time you call on a student, you'll be sure to hit them all about equally. And don't forget to shuffle those cards frequently, so that students won't know who follows whom. But don't shuffle the cards before you've gotten all the way around, or you'll defeat your purpose."

I find a simple mark in the upper right-hand corner of the first card, such as a "1" for the first round, is all I need to tell me when I've completed the circuit, which may stretch out over several days. Then I reshuffle, mark a "2" on the top card and proceed until it turns up again. Well, yes, I do cheat occasionally by shunting all the aces to the bottom and giving the deuces and treys an extra workout if I think the extra attention will get them over some hump; but, by and large, I stick to my cards.

• I was pleased as punch when Dr. Russell Hosler mentioned class cards in his "Period One, Shorthand I," *Business Teacher*, May-June, 1951. I had had a sort of sneaking feeling that I was "alone" in hanging onto a pet elementary device at college level until he spoke of them. He makes further use of class cards by having each student write on a 5-by-3 card his name (last name first to simplify alphabetizing), address, and telephone number, year in school, departmental classification, and a statement concerning previous training in shorthand, if any. How's that for getting a thumbnail description of pertinent data on each student in convenient form with a minimum expenditure of time and effort?

Business Law

DR. ENOCH I. KAUFER
Woodbury College
Los Angeles, California



■ **The National Conference of Commissioners on Uniform State Laws**—This organization has earned its long title by an almost sixty-year record of voluntary interstate cooperation in the development of business law. Founded in 1892, it has become the leading organization in promoting uniform state laws. Over the years, its subcommittees have drawn up more than 100 uniform acts; these drafts are then submitted to the full conference, consisting of representatives from each state, appointed by the governor.

These suggestions on uniform state laws are also evaluated and improved by the *Committee on Uniform Legislation of the American Bar Association*. Ratification by the Conference does not mean that the model statute has become law. Only around sixty statutes have actually been adopted by state legislatures.

• One law, the *Uniform Negotiable Instruments Act*, has been adopted by all forty-eight states and by five ter-

ritories, but the average act on the conference list has been adopted by only 25 per cent of the states. The better-known of these are: the *Uniform Sales Act*, *Bills of Lading Act*, *Warehouse Receipts Law*, *Stock Transfer Act*, *Conditional Sales Act*, and *Trust Receipts Law*. Progress in this interesting field of voluntary state co-operation may be checked in the annual *Handbook* of the National Conference.

■ **Accurate Courtroom Procedures on Television**—Television programs are scheduled to begin soon in Los Angeles under the joint sponsorship of the California and American Junior Bar conferences. Eight one-hour trials will be presented, with professional script writers, professional actors for witnesses, and with prominent attorneys, not identified by name, conducting the trial. Emphasis will be on fidelity to actual practice and authenticity for procedure. This effort should be commended by all educators. Until now, in spite of hundreds of occasions in which courtroom scenes were depicted on the motion-picture screen, no sincere attempt seems to have been made to represent any part of legal procedure accurately—except the courtroom furniture.

■ **Tax Ruling on Unlawful "Kickbacks"**—Unlawful "kickbacks" are not deductible as ordinary and necessary business expenses, according to a recent decision of the U. S. Court of Appeals, Fourth Circuit (*Lilly v. Commissioner of Internal Revenue*, C.A. 4, 188 F. 2d 269). Taxpayers who were engaged in the business of grinding, fitting, and selling eyeglasses and spectacles entered into oral contracts with various oculists whereby the taxpayers agreed to pay the oculists one-third of the retail price of all eyeglasses and spectacles purchased by patients sent to them by the physicians. The taxpayer in question contended that such rebates were deductible under the Internal Revenue Code, sec. 23 (a), as "ordinary and necessary business expenses."

"We hold," said Circuit Judge Dobie, "since these kickbacks corrupt the fiduciary relationship between physician and patient and result in a violation of the duty of loyalty, they are opposed to public policy, and, therefore, are not deductible as 'ordinary and necessary' business expenses by these taxpayers."

■ **Grand Jury's Work Depicted in Life**—The outstanding accomplishments of a grand jury convened in Kings County, Brooklyn, New York, in December, 1949, and still in session, were portrayed in the July 9 issue of *Life* Magazine.

■ **Ancient Law Upheld**—The ancient principle whereby the law leaves parties involved in an illegal bargain where it finds them, treating such a contract as null and void, found recent recognition in an interesting California case (*Fong v. Miller*, 105 ACA 520).

The plaintiffs in this case contracted with the defendant, a cafe owner, to operate his cafe and to receive as compensation therefor all its proceeds plus one-fourth of the net revenue from certain gambling machines operated on the premises. The plaintiffs spent a large amount of money for improvements and additional cafe equipment. They were later excluded from the premises by the defendant, and they sued for the amount thus spent.

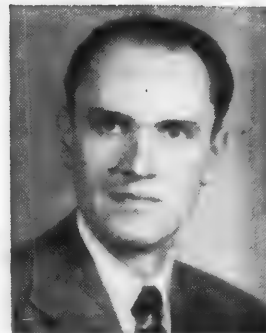
• The court dismissed the suit and decided in favor of the defendant. A party to an illegal bargain can neither recover damages for breach of contract nor recover, in quasi-contract, the value of the performance he has rendered. Under certain conditions, such a recovery is permissible, provided the party suing was not in *pari delictu* (in equal wrong); but the plaintiffs in this case were not held innocent.

The court also refused to consider the contract severable or divisible, so as to separate the cafe operation and its profits from the added profits from gambling. The whole bargain was tainted with illegality by virtue of the gambling-machine provision. A guilty party to an illegal bargain cannot complain of the unjust enrichment of the other parties. The law offers the wrongdoer no sympathy.

Professional Reading

DR. KENNETH J. HANSEN

Colorado State College of Education
Greeley, Colorado



■ **Rules on Parliamentary Procedure**—What happened to Lieutenant Henry Martyn Robert in the early 1860's shouldn't happen to a dog. And it shouldn't happen to you or to your students, either. Lieutenant Robert was called on to preside at a meeting but was humiliated because he didn't know how the meeting should be conducted. This led to research and a study of parliamentary procedure and resulted in the publication of *Robert's Rules of Order*.

The knowledge contained in the two books on parliamentary procedure that are being reviewed should be known to members of clubs, societies, and other types of organizations as well as to their officers. This material should be made available to business law classes and should certainly be studied by FBLA and DECA chapters and by other business-education clubs.

• *Robert's Rules of Order; Revised* (\$2.10, Scott, Foresman and Company, Chicago 11) has been an authoritative source of parliamentary law since 1876. It is an adaptation of the rules of Congress and is appropriate for all kinds of organizations and occasional meetings.

In addition to its set of rules for organizing clubs and conducting meetings, this revised edition has the following features: (1) an easy-to-use index; (2) a quick-reference table showing the order of precedence of motions; (3) a table of practical suggestions pertaining to bylaws, annual meetings, special meetings, and nominating committees; and (4) suggestions for clubs or individuals wishing to make a more comprehensive study of parliamentary law.

• Another excellent reference is the *Standard Code of Parliamentary Procedure* by Alice F. Sturgis (\$2.50, McGraw-Hill Book Company, Inc., New York City 18). Instead of being based on the requirements of legislative bodies, as many publications have been, this book gives particular attention to the needs of professional organizations and to the requirements of the civil courts when parliamentary matters are before them.

The book is divided into three parts. Part One is devoted to "Procedure—Its Principles and General Rules." In this section are discussed such topics as the fundamental principles of parliamentary law, order of business, and what constitutes a quorum. Part Two covers "Organizations—Their Structure and Functions." Such topics as setting up a new organization, laws governing organizations, constitutions, bylaws, and standing rules are discussed. Part Three is entitled "Motions," and this part is divided into a discussion of main motions, subsidiary motions, incidental motions, and privileged motions.

• Two excellent features of this book are the ease with which it can be read and the practical suggestions that are given to those who will have the responsibility of leading group meetings. For example, under the heading of "Decorum in Presiding," the following suggestions are made to the presiding officer:

1. He stands whenever he is addressing the assembly, or a member, and is seated only during longer speeches.
2. An efficient chairman keeps the assembly in order at all times. . . . A firm refusal to recognize any member or to entertain any business until order is restored will usually quiet an assembly. A presiding officer who has to resort to frequent gavel pounding is inefficient.

3. The presiding officer refers to himself by his title as "the chair" or "the chairman." He may say "the chair requests" or "the chairman rules." "The chair" is an impartial, impersonal head, and is the "first servant of the assembly" as well as its leader.

■ **Characteristics and Effectiveness of Secondary Schools—Evaluative Criteria; 1950 Edition** (\$1.50, Co-operative Study of Secondary-School Standards, Washington 6, D. C.) will be of interest to every business teacher. The Co-operative Study was organized in 1933 to determine the characteristics of a good secondary school and to find means and methods to evaluate the effectiveness of a school in terms of its objectives. Section D-4 is devoted to the business education program for the high school, and Section J is concerned with data for individual staff members. (These individual sections may be purchased for 10 cents each). Every teacher should have copies of these two sections available constantly in order to compare his program with what is considered to be an ideal program for his department and for himself.

Distributive Education

R. S. KNOUSE

New York State College for Teachers
Albany, New York



■ **Plan a Merchandising Clinic**—Have you tried a two- or three-day merchandising clinic in your school? Sounds rather pretentious with all your responsibilities, but here's a painless, though effective, way to do it.

• *Instead of inviting* a guest speaker to an occasional class meeting, invite several guest speakers to a number of consecutive meetings. Choose a theme and then select the merchants in your community who can contribute the most to the program. These merchants should be scheduled to speak or participate in conferences or panel discussions only at the times that your classes meet. This overcomes the objection that a clinic interferes with the regular schedule. It has the added advantage of having greater publicity value because a concentrated effort involving a number of merchants has greater news value than the occasional guest speaker who visits your school. When should these be scheduled? Brief experience indicates equal success during the fall or spring.

■ **Mohawk Manual Available to Teachers**—Congratulations to Mohawk Carpet Mills for making their "Woven Floor Covering Retail Sales Manual" available to teachers of merchandising and distributive education. This manual was published primarily as a textbook for use in the famed Mohawk Educational Clinic. Because of thousands of requests, it was later released to all retailers and their salesmen. It contains good reference material for retail salesmen of all home furnishings departments and is excellent for school use.

• *Here is a partial summary* of the contents of this 174-page linen-bound textbook: Fundamental Operations in Carpet Manufacture; The Four Different Carpet Weaves; Color and Its Influence on Carpet Selling; Better Selling; Motifs in Carpet Designs; The Furniture Periods; How to Get Increased Volume; Glossary of Carpet Terms; How You Should Handle Complaints; Taking Care of Your Rugs and Carpets.

We've been told that quantities are limited, so rush the request for your free copy to: Joshua Thompson, Jr., As-

sistant to the Manager, Advertising and Sales Promotion, Mohawk Carpet Mills, Inc., Amsterdam, New York.

■ **Digest of Business Information**—We hear that the weekly publication, "Fairchild Facts and Ideas for Top Management," will be available to a "limited" number of distributive education personnel who read this announcement. This four-page leaflet is a digest of business information gathered by the news reporters for *Women's Wear Daily*, *Daily News Record*, *Retailing Daily*, *Men's Wear*, *Footwear News*, and others.

• *This free publication* contains "brief notes on big ideas" in retailing, up-to-date statistical information graphically illustrated, and other interesting information concerning the merchant. When you request that your name be placed on the mailing list, write to: Clarence Judd, Research Director, Fairchild Publications, Inc., 7 East 12th Street, New York 3, New York.

■ **Recommended Reading in the "Department Store Economist"**—For laughs only, be sure to read the editorial, "How To Prepare Pricing Charts," in the May, 1951, issue. The June issue contains an excellent article on "Training Aids Stores Can Use." The following training aids are discussed: moving pictures, filmstrips, visual cast, blackboards, field trips, demonstrations, skits, and charts. "Bless You, My Rival!" is the title of Fulton Oursler's article in the July issue. This is a reprint of Mr. Oursler's article in the *New York Mirror*. It is a modern parable inspired by the recent price wars. After reading it, we think you'd agree with the brief editorial comment—"Need any more be said?" The steady growth of fashion in merchandising is described in an interesting article titled, "The Fashion Force in Housewares," which also is included in the July issue.

• *A brief but complete article* titled "Improving Necktie Sales" appears in the August issue. This article lists eight rules of tie salesmanship and includes excellent descriptions of twenty-one woven necktie fabrics. We'd also like to call your attention to Sidney Blitz's "Blueprint Training Series." Each feature is a complete sales manual and "just right" for use in a salesmanship class. Here are the titles of the series that appeared in the May, June, and July issues, respectively: "Blueprint for Selling More Glass Curtains," "Blueprint for Selling More Closet Accessories," and "Blueprint for Selling More Mattresses and Springs."

General Business

DR. VERNON A. MUSSELMAN

University of Kentucky
Lexington, Kentucky



■ **Bulletin on Budgeting**—"A Discussion of Family Money—How Budgets Work and What They Do," a 24-page, 8½-by-11-inch booklet, is available to you free by writing to the Director, Women's Division of the Institute of Life Insurance, 488 Madison Avenue, New York 22, New York.

■ **Choosing, Getting, and Keeping a Job**—We have usually thought of this study as principally for a twelfth-year course. However, Mr. Melvin L. Wright, who recently completed a research study in general business at the University of Nebraska, found that the consensus of opinion among the educators he questioned is that it should be taught on the ninth-grade level. Apparently our educators are finally realizing that a large percentage of our ninth-grade pupils never become twelfth graders and that those

who withdraw from school need help in job getting and job success.

■ **"How to Get a Good Job"**—This illustrated booklet by K. B. Haas deals with the topics How to Analyze Your Abilities, How to Find a Job, How to Arrange for an Interview, How to Prepare for the Interview, The Interview, How to Follow Up the Interview. Available from The Dartnell Corporation, 4660 Ravenswood Avenue, Chicago 40, Illinois. 40¢ a single copy; 6 to 100 copies, 25¢ each.

■ **Launching Your Communication Unit**—One way that a unit on communication can be launched is to have a committee of students demonstrate the various ways of communicating a message—semaphore, blinker light, tapping out the Morse code, telephone, telegraph, letters, sign language used by the deaf and dumb, reading of lips, radio, newspapers.

• **Bulletin Board Suggestions for Communication Unit.** Pictures showing historical development of the telephone, forms available from the local Western Union office, pictures illustrating all the modern methods available for sending messages (together with the time required for each method and the approximate cost), communication carriers, pictures illustrating methods used for communication during the pioneer days.

■ **New Type Taxes Loom**—Senator Byrd of the Senate Finance Committee reports that we are scraping the bottom of the barrel so far as present taxation methods are concerned. He says, "If we have to find more revenue, we will probably have to turn to something like a transactions tax." Persons interested in state government should take note, for the sales tax is one of the chief sources of revenue for most states and about the only area of taxation that has not yet been invaded by the Federal Government.

■ **Life Insurance Teaching Aids**—Every teacher should write for a copy of "Teaching Aids for Financial Security Education," published and distributed by the Educational Division of the Institute of Life Insurance. This 14-page free booklet describes and illustrates the various teaching materials that are available from the Institute—Handbook, Fact Book, Study Guide, Workbook, Pamphlets, Career Bulletin, Filmstrips, Wall Charts, Comic Books, and Motion Pictures. Many of these are free and the others are inexpensive. The address is 488 Madison Avenue, New York 22.

Business Arithmetic

DR. HARRY HUFFMAN
Virginia Polytechnic Institute
Blacksburg, Virginia



■ **Arithmetical Approximation**—A person who can compute the answer to a problem accurately enough for the purposes at hand, before others can, is often at a great advantage. Consider the following problems: (a) How many tons are there in the total of the following truckloads of paper: 22,876#, 31,974#, 19,942#, and 23,467#? (b) If 78,576,423 out of 151,876,482 population live in rural areas, how many live in urban areas? (c) How much is the total cost of 125 tons at \$84.50 a ton? (d) What per cent of \$48.25 is \$12.17?

• **Rapid-fire answers of approximately** (a) 49 tons, (b) 73 million, (c) \$10,500, (d) 25 per cent are forthcoming from persons who think quickly. Part of the secret of think-

ing quickly is being able to compute from left to right and to round numbers up or down.

Computing by proceeding from left to right deserves a special column, and will be discussed in detail next month. Suffice it to say here that the addition, subtraction, and multiplication of two numbers can easily be done by left-to-right computation. Observe: 62-plus-49 is equal to 102-plus-9 or 111. And 73-minus-16 is equal to 63-minus-6 or 57. Also 24-times-15 is equal to 24-times-10 plus 24-times-5 or 240-plus-120 or 360. Rounding up and down is the key to the approximation of answers.

■ **Rounding Up**—22,876# is rounded up to 23 thousand pounds and 31,974# is rounded up to 32 thousand pounds. When you round a number up or down, you must consider two points: (a) Should the rounded number be stated in units, tens, hundreds, thousands, and so on, or even in tenths, hundredths, or so on?, and (b) Should the number be rounded up or down? In the above illustration, the answers to these two questions were: (a) to state the results in thousands, and (b) to round up. Whether to round up or down in this case depended on the hundreds place. Since 876 and 974 were larger than 500, the thousands places, 22 and 31, were rounded up to 23 and 32.

■ **Rounding Down**—23,467# is rounded down to 23 thousand pounds. Rounding down in this case means observing that 467 is less than 500, in which case it is dropped from consideration. [In the rare case of 23,500#, the question of rounding the 500 up or down is decided by observing whether the number preceding is odd or even. When it is odd, the rule is to round up; and when it is even, the rule is to round down. Thus 23,500# would be rounded up to 24 thousand pounds—the 3 being an odd number.]

■ **Rapid-Fire Solutions**—Solutions to the problems given at the top of this column follow: (a) Observe mentally that it is required to add 23, 32, 20, and 23 which total 98 thousand pounds or 49 tons. (b) Observe mentally that it is required to subtract 79 from 152 which is 73 million. (c) Observe that \$125 is $\frac{1}{4}$ of one thousand dollars. One-eighth of 84 thousand dollars is \$10,500. (d) \$12.17 divided by \$48.25 is approximately $\frac{1}{4}$ ($\frac{1}{4}$) or 25 per cent.

■ **Emphasize Approximation**—You will do your pupils a great service if you teach them how to approximate. The key to approximation is rounding numbers to a suitable size and completing the computation easily so that the mind can give consideration to the sensibleness and meaning of the result. Arithmetical thinking is founded on approximation.

■ **Fundamental Operations**—Even though most pupils have had eight or more years of arithmetic, presumably emphasizing the four fundamental operations, they get another dose when they take business arithmetic. It seems that the average business arithmetic book devotes 17 per cent of its space to the review of fundamental operations. Some books give over 45 per cent of their space to such review. Why? Apparently because businessmen, according to follow-ups and surveys, say that office workers need to be *more accurate on just plain arithmetic*. The *more* (drill-on-the-fundamental-operations) seems to be more practice on the algorithms—that is, more practice on the mechanical, unthinking use of carrying, borrowing, shifting rules, and so on. So strong is the emphasis on the algorithms that many pupils have long forgotten the beauty of our number system, its periodicity, and its interrelatedness. Many of our pupils are *numb* toward *numbers*. Show them numbers and they are dazzled. More and more of the same (drill-on-the-fundamental-operations) appears to yield little permanent value. Can it be that some pupils cannot be speeded up beyond a certain pace? Or does the improvement of just plain arithmetic lie in a better understanding of our number system and its mode of operation? These questions will be explored extensively in succeeding columns.

Office-Style Dictation

MARGARET FORCHT ROWE

Howe High School
Indianapolis, Indiana



■ **Awards Procedure**—These assignments may be used for O. B. E. transcription awards any time before June 6, 1952.

• **Standards.** A mailable transcript of Assignment A, prepared in 15 minutes, qualifies for a Junior certificate; a mailable transcript of Assignments A and B, both prepared in one 20-minute period, qualifies for a Senior certificate; a mailable transcript of all three assignments, completed in one 25-minute period, qualifies for a Superior certificate.

■ **Before You Start**—Supply students with one letterhead, three interoffice letterheads, four sheets of plain paper for carbon copies, one sheet of carbon paper, one envelope, and a copy of these instructions.

• **You are a stenographer** working for John K. Reed, Manager, Public Relations, Ohio Telephone Corporation, Columbus, Ohio. Miss Helen Ashley, Peabody High School, East Gate, Ohio, has written requesting assistance with an Open House project that the Business Education Department of the high school is planning. Other employees of the Ohio Telephone Corporation are Paul Coats and Phil Dorsey, of the Legal Department.

■ **Your Correct Key**—The project dictation material is presented in both light and bold type. When you dictate, be sure to dictate every word; but when you correct the papers, read only the material given in light type—the bold type indicates repetitions and instructions that the students should not transcribe.

■ **Assignment A, Junior**—Take this letter to Miss Ashley. You have the address. Dear Miss Ashley: We are very glad to help you in organizing your Open House program. Paragraph. The Advertising and Publicity Department is being asked to send you 500 copies each of the pamphlets entitled, "The Voice with a Smile," and "How to Make Friends." Use these as you see fit. However, we thought you might like to hand them out to the patrons of the school who attend the Open House. Omit the last sentence. Will this number be sufficient? Paragraph. We are also asking a member of our department to select some photographs for your use. We understand you would like these photographs to be of a girl or girls using the telephone in an office-like situation—not a picture of a telephone operator or the like. It will be necessary for us to have these photos returned—better change that statement. We are glad to lend you these photographs, but it will be necessary, however, for us to have them returned. Please do not deface the photographs. Paragraph. We will write you within a day or two about the telephone sets. Sincerely yours.

■ **Assignment B, Senior**—Take this memo to the Advertising and Publicity Department. Will you please see that 500 copies each of "The Voice with a Smile" and "How to Make Friends" are sent to Miss Helen Ashley, Peabody High School, East Gate, Ohio. These pamphlets are to be used in an Open House program at the school. Be sure that these are sent out in time to arrive no later than November 7. Now this memo to Paul Coats. Will you please select six or eight photographs, large size, for the use of Miss Helen Ashley, Peabody High School, East Gate, Ohio. Paragraph. Miss Ashley is setting up a communications exhibit for their Open House program November 9. It is my understanding that she plans to mount these photographs on posters. The

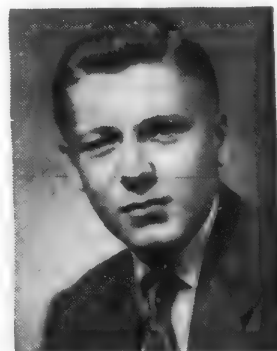
school Art Department will prepare the posters she needs but—no, say—The school Art Department will prepare the lettering on the posters, allowing space for the mounting of the photographs. Paragraph. She would like to have photographs of a girl or girls using the telephone in an office situation. Photographs of an operator will not be suitable.

■ **Assignment C, Superior**—Send this memo to Phil Dorsey of the Legal Department. We have a request from a high school at East Gate asking that we lend them two phone sets. Paragraph. One of the teachers is preparing a communications exhibit for their Open House program. She wishes to feature at this exhibit—say it this way—She wishes to feature voice recording. Somewhere—from some source a converter—that isn't right. The school has a tape recording machine, which employs a microphone for recording purposes. The mike, of course, picks up other sounds in the room besides the voice. To eliminate this, she wishes to use a converter and the two phone sets so that the recording will be as clear as possible in spite of the fact many people will be in the room—put a period after as clear as possible. Paragraph. She apparently is aware that a recording of the spoken word has some legal limitations, etc. She says, however, that the participants will be seated no more than eight feet apart and the recording will be done publicly so that any who are interested in the conversation may hear. Paragraph. Under the circumstances, do you consider it feasible to lend the phones?

Business Equipment

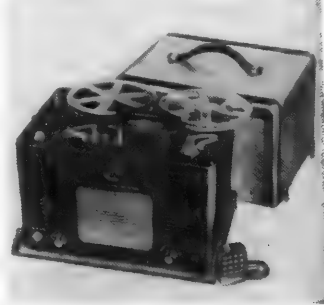
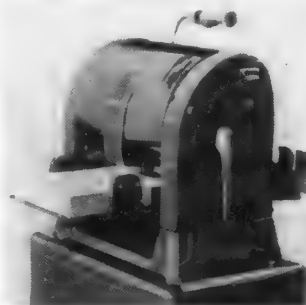
WALTER M. LANCE

Assistant Editor
Gregg Magazines



■ **Improved Duplicator**—The Rex-Rotary Distributing Corporation, 19 West 31 Street, New York City, has announced the marketing of their latest model. This new machine, Model D-270, is claimed to be the first and only duplicator equipped with a revolutionary new fully automatic premeasured and continuous inking system.

• **An ink cartridge** is inserted, and a selector dial is preset for the correct degree of inking. While the machine turns, a premeasured supply of ink is fed to the cylinders, assuring uniform impressions regardless of whether the run is 50 or 5000 copies. Inking is continuous instead of intermittent, ink consumption is reduced to a minimum, no paper is wasted, and the machine turns out perfectly uniform work while the operator attends to other matters.



■ **Tape Recorder**—A precision recorder with professional tonal quality—that's what the manufacturers say of Masco Sound Reel Magnetic Tape Recorder. Combining all the

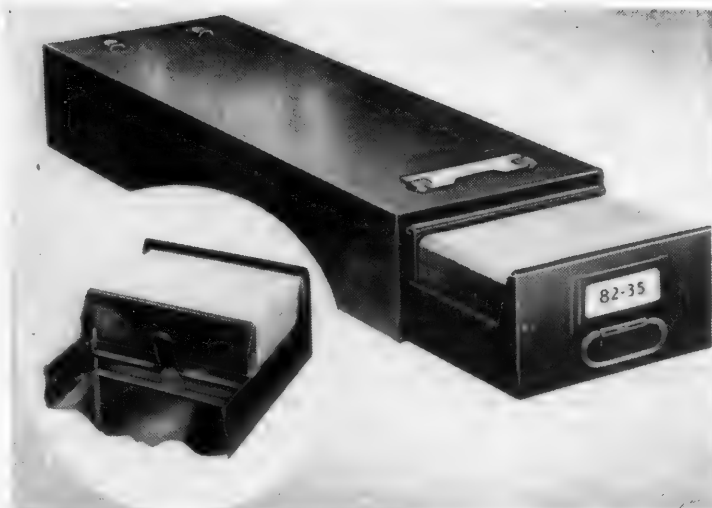
features found most desirable for commercial, professional, educational, and home uses, the Masco records at speeds of either 3.75 in./sec. or 7.50 in./sec.

• **Six models** are available, several with built-in AM radio. All models are easy to thread and operate, and an automatic erasing circuit permits reuse of tape indefinitely. Manufactured by Mark Simpson Manufacturing Company, Inc., Long Island City, New York.

■ **"Filed and Found with Pendaflex"**—The Oxford Filing Supply Company, Inc., Clinton Road, Garden City, New York, has produced a sound slide-film in color explaining the use and advantages of hanging folders in filing cabinets. It shows the hanging-folder method of filing correspondence, invoices, orders, and other office papers. This method is claimed to be the most recent advance in filing practice. The film and recording can be borrowed at no charge, or purchased for \$10.

■ **Tempo "700" Ink**—A new stencil duplicating ink, offering unusual features, has just been announced by the Milo Harding Company of Los Angeles and Pittsburgh. This new product has been designed as a practical ink for all purposes and has been tested extensively. The response has been enthusiastic approval by both large and small users, says the manufacturer.

• **Special Features.** Easy to handle—the ink holds its place in the cylinder with no excess gathering of ink at the bottom or seepage out the sides of the stencil; fast drying; excellent copies at all speeds; no slip-sheeting needed on mimeograph paper; stencils may be filed without cleaning; and of special interest to small users is the fact that it will not dry out in the ink pad and can be used equally well in open- or closed-cylinder machines.



■ **Improved Compressor for Steel File**—A new compressor, called Safe T Stak (shown in inset above), has been developed for steel storage files. This new compressor, when installed in tabulating card-storage files, positively locks cards in the file and keeps them free from wrinkling and warping, says the manufacturer. Exhaustive laboratory tests have shown that this compressor actually tightens and exerts greater pressure on the cards when the drawer is slammed shut; and it does not loosen when the file drawer is opened, closed, or carried vertically.

• **The Safe T Stak** occupies very little space in the drawer itself, and is easily and quickly inserted or removed from the Safe T Stak drawer. Complete details can be obtained from Diebold, Inc., Canton 2, Ohio.

Who Teaches Consumer Education?

Report of B.E.W.

Last spring BUSINESS EDUCATION WORLD polled 2,000 of its readers to ascertain some facts, figures, and opinions about the teaching of consumer education in American high schools. Usable replies were received from 894 readers. The findings, in brief:

1. Slightly more than half the schools are directing some specific attention to consumer education.

2. In two-thirds of the schools offering consumer instruction, it is a part of the business education program.

3. In half the schools offering consumer instruction, the training is integrated with other subjects, such as junior business training or economics; in only a fourth of the schools offering consumer instruction is the program embodied in any separate course.

■ **The Survey**—The 2,000 addressees were selected at random from the subscription list of the magazine. Each addressee was sent a letter asking him to co-operate by filling in the data requested on the letter; a reply envelope was enclosed.

• **Replies** were received from 894 teachers—a return of 44.7 per cent, which is remarkably high and which

in itself is evidence for one point that BEW was interested in ascertaining: "Do business educators *care* about consumer education?" Inasmuch as the normal reply to mail questionnaires is in the neighborhood of 10 per cent, the 44.7 per cent reply is testimony of strong interest in consumer education among business teachers. Further evidence for the same point: 110 teachers (12.3 per cent of those returning the questionnaire) wrote comments.

• **In reply** to the question, "Does your school include consumer education training in its curriculum?" answers tallied:

| | |
|-----------|-------------|
| Yes | 483, or 54% |
| No | 411, or 46% |

Thus, more than half the schools surveyed are providing *some* consumer education in their programs.

• **Side Light:** The fact that nearly half the respondents bothered to reply when their schools had no program to describe is further indication of the strong interest that business teachers have in consumer training.

■ **How Is It Taught?**—Consumer training may be given in at least three different ways in the high school:

1. As a separate course
2. As topics or units in broader courses—as in retailing or dressmaking or civics, for example
3. As an integral, running part of other courses, in which development of consumer training is but one of several objectives, as is sometimes the case in junior business training, business law, etc.

To ascertain which of these methods is most commonly used, BEW asked its readers, "If your school *does* offer consumer training, how is it presented?" Replies from the 483 affirmatives:

| | |
|----------------------------|---------------|
| As a separate course .. | 134, or 27.7% |
| As units | 85, or 17.6% |
| As integrated objective .. | 234, or 48.4% |
| More than one way .. | 30, or 6.3% |

The 30 who indicate more than one way gave 12 additional mentions for separate courses, 24 more mentions for units, and 25 more mentions for integrated objective.

■ **Who Teaches Consumer Education?**—In answer to the inquiry, "Is consumer education a part of the business education program?" the 483 respondents whose schools include consumer education replied as follows:

| | |
|-----------|---------------|
| Yes | 334, or 69.2% |
| No | 149, or 30.8% |

• "If consumer education is not a part of business training, what department is giving the instruction?" BEW asked the 149 who had said *No* to the preceding question. Replies were received from 138 of the 149:

| | |
|----------------|--------------|
| Home economics | 72, or 52.1% |
| Social studies | 49, or 35.5% |
| Economics | 8, or 5.8% |
| Mathematics | 6, or 4.4% |
| Science | 3, or 2.2% |

It appears, therefore, that home economics teachers are business teachers' principal competitors for the consumer education offering.

• "What courses in business education provide consumer training?" was asked of the 334 teachers who had said that the business education department was responsible for consumer instruction. There were two groups of answers:

1. Under the name of "consumer economics," "personal economics," "consumer education," and similar titles, 134 schools are presenting a specific course in consumer training.

2. Of the 334 teachers whose schools do provide consumer training, 284 teachers identified one or more business courses in which consumer training is embodied, either as a unit or as integrated learning. Nineteen courses were named, some teachers naming more than one for their school, so that a total of 403 mentions was given:

| | |
|--------------------------|-----|
| Introduction to business | 142 |
| Salesmanship | 62 |
| Economics (general) | 33 |
| Retailing | 27 |
| Bookkeeping | 26 |
| Business law | 21 |
| Business Mathematics | 16 |
| Marketing | 13 |
| Management | 13 |
| Merchandising | 12 |
| Office practice | 10 |
| Secretarial training | 8 |
| Shorthand-typing | 7 |
| Advertising | 6 |
| Clerical training | 3 |
| Insurance | 2 |
| General spelling | 1 |
| Diversified occupations | 1 |
| Total mentions | 403 |

These may be grouped into principal areas of business training, for a clearer picture, as follows:

| | |
|-----------------------------|-----|
| Introduction to business | 142 |
| Distributive field | 120 |
| Vocational office training | 54 |
| Background business courses | 37 |
| General economics | 33 |
| Miscellaneous | 17 |
| Total mentions | 403 |

Even this figure may be refined further, thus:

| | |
|------------------------|-----|
| Foundation courses | 229 |
| Distributive education | 120 |
| Office education | 54 |
| Total mentions | 403 |

■ **Opinions of Business Teachers**—One hundred ten teachers volunteered brief comments on their view of consumer training in the high school curriculum. The comments are not easy to classify, since they deal with a great variety of aspects of the subject. In general, however, they deal with three fundamental issues:

• **Form of Presentation.** What should be the method of presentation—separate course, unit, or integration? Six teachers cautioned against making consumer training a general objective of other courses, since, as one observer said, "What is everybody's business is nobody's business"; and another, "You need at least one course to summarize and draw together what is taught incidentally in the other courses."

Most teachers who commented on this aspect of the subject, however, discarded both individual courses and units in other courses, stressing their belief that consumer training was bigger than what could be encompassed in any single course; they said that it should be an *emphasis* in many courses and a specific, *integrated objective* in several courses. Sixteen teachers stated specifically that "You can't do in one semester what ought to be done."

• **Value of the Training.** There was considerable accord on the value of consumer training. There were some dissidents: 6 who worried about "another dumping ground"; 2 who said that the course in their school was just a waste of time; 4 who said the course, properly taught, dealt with subjects too adult to interest high school boys and girls; and 6 who intimated darkly that business teachers were not qualified to teach the course.

Most of the others, however, were enthusiastic about the value of consumer training. Twenty-eight teachers

volunteered that the program should be developed more and its content emphasized; 22 stated flatly that *every* high school student should be guided in consumer education in some manner; 1 stated that his school already required passing the one-semester consumer course for its diploma; and 6 stated that their schools were planning to initiate consumer training this year.

On the other hand, 9 other teachers commented that they would *like* to see the program introduced but "there's no room for it" on either students' or teachers' schedules; and 3 more said that they had recommended the course but hadn't yet convinced the school administrator.

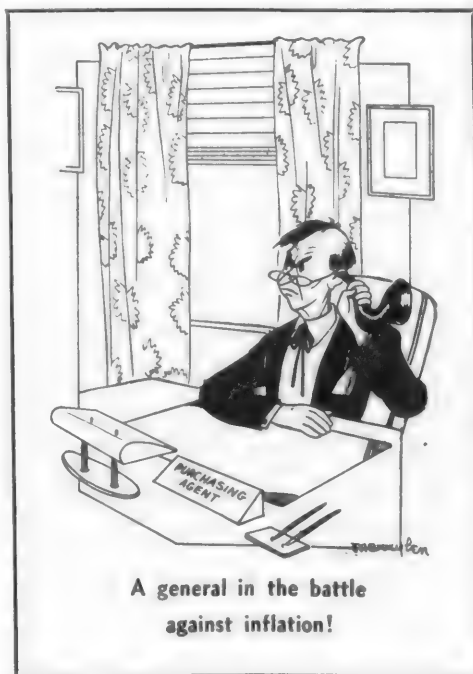
• **Instructional Problems.** Some teachers commented that "the course" was not an easy one to teach: 13 said that obtaining up-to-date consumer information was a chronic problem; 10 said that text materials with which they were familiar were inadequate; 5 said that their school district would not purchase the special supplies that would be needed in a special, intensive course in consumer training.

Five cheerful teachers reported that "the course in our school is a fine one," "It is most popular with the students," and similar remarks. Another teacher cautioned, "It is not easy to conduct the class on an *affirmative* basis, as it should be conducted." Four teachers, as mentioned before, thought the content too difficult for high school pupils.

• **Summary.** One cannot read the comments of the 110 teachers without feeling the presence of a strong upsurge of confidence and anticipation in the consumer education program. True, there are critical overtones; yet even they were couched in words of counsel rather than rejection.

Were one to project the opinions of these teachers into reality, say, ten years hence, one would forecast that in 1960 (a) thousands of teachers will be conducting consumer training as an integral part of the foundational and summary business courses; that (b) other thousands will be conducting a distinct course entitled "Personal Economics" or even, frankly, "Consumer Education"; and that (c) the great debate will be, then as now, "separate course or integrated training?"

■ **Conclusion** — BUSINESS EDUCATION WORLD hopes that presentation of this survey report on the stature of consumer education in 1951 will serve business educators (a) in their appraisal of trends in business training, (b) in supporting their claim for the need of offering consumer training, and (c) in stimulating among researchers new interest in ascertaining methods and materials for the best presentation of future programs of consumer education.



Bachelor Boss

JILL JESSEE

■ Hank Wright just couldn't believe it when the employment agency phoned to say that the job was his—to start the¹ following Monday! It had been less than a week since he had finished his secretarial course; and, of the few² interviews he had had, the one with Mr. Drake had impressed him the most. James Drake, assistant to the executive³ vice-president of a large manufacturing firm, was definitely going places. If Hank could just be his⁴ secretary, he'd go places, too! Here was his chance, too good to be true!

He planned to keep his exciting news until⁵ dinner time. But, when his big brother strode into the living room with his evening paper, Hank could contain himself⁶ no longer.

"Say, Hal, what do you think? I'm a wage earner myself now! Bet I'll beat you to the rank of junior⁷ executive yet!"

"Don't be making bets before you get your first pay envelope, Hank, my lad! And just where is this⁸ big bronze door with the word *Opportunity* engraved on it in gold letters?"

Hank spared no details, but added⁹ thoughtfully, "Funny thing, though, that this Mr. Drake was so definite about wanting a man secretary. Said he¹⁰ had had a very competent Miss Bronson for a couple of years; but, when she resigned suddenly, he decided¹¹ that a man might have more stamina. Wonder what's so strenuous about taking dictation!"

■ Hal just gave him¹² a wink, creased the paper to the sports section, and said, "Guess you'll find out soon enough."

Hank did find out. In no time, he¹³ decided that executive vice-presidents, especially young bachelors, needed a good deal of looking¹⁴ after. There were many personal and social engagements for him to arrange, from making squash dates at the Yale¹⁵ Club every Wednesday to getting Saturday theater tickets for Mr. Drake and his mother. And there were¹⁶ week-end reservations to make at country inns and fishing lodges, and many, many other things. Most important,¹⁷ of course, there was the work to learn—the files, the people, the terminology, to whom to send copies of which¹⁸ correspondence, and all the rest.

By the end of the second month,

Hank was not only absorbed in his job but pleased¹⁹ as well, except for one little flaw. At first he had thought nothing of a four o'clock summons to a session of²⁰ dictation. Now, again and again it was 5:30 by the time he had finished, and then it took an hour or²¹ two more to get the letters transcribed. He began to realize that these late afternoon work-panics were a bad²² habit of Mr. Drake's. He was just one of those slow-starters who hated to get down to work in the morning. Then²³ the day was almost gone, and there was a pile of neglected correspondence. No wonder Miss Bronson had resigned²⁴ if she, too, had put in such hours of work. No wonder Mr. Drake wanted somebody with a lot of stamina.²⁵

One night when Hank was eating a solitary warmed-over dinner at the kitchen table, his brother Hal wandered²⁶ in, poured himself a cup of coffee, and sat down opposite the weary young fellow.

■ "Well, how's the aspiring²⁷ executive? You ought to be chairman of the Board by this time, if long hours of labor mean anything! Just in²⁸ case you need any advice, don't forget that your big brother is a man of experience." Hal pushed back his coffee²⁹ cup, stood up, and gave Hank a playful slap on the shoulder.

Hank recognized the teasing as an affectionate³⁰ gesture of help, but couldn't refrain from defending both his job and Mr. Drake, toward whom he felt the greatest³¹ loyalty. "Hal, you haven't heard me complain once. It's just that my boss is the kind who doesn't seem to 'come alive' until³² about four in the afternoon. Then, there's all the dictation to take and get out before I can leave. As you³³ know, I'm stuck pretty late about three nights out of five, and the worst of it is I never know when, so

I can't even³⁴ make dates of my own any more."

"Tough luck, boy! Now, if your boss was just a married man, instead of a bachelor,³⁵ and had a home in the country and a wife to meet his train every evening, you could be sure he'd skip out³⁶ on the dot of five."

Hank continued to look despondent. Then, slowly, a quiet grin spread across his face. "Hey, you've³⁷ given me a wonderful idea! All I have to do is to arrange to get Mr. Drake married and settled³⁸ cozily in the country. There's an idea worth sleeping on!"

The scheme matured sooner than Hank expected.³⁹ One evening when he had just finished one of those famous late-dictation stretches, Mr. Drake's manner became a⁴⁰ bit informal and relaxed. Taking his wallet out of his pocket and passing it opened to Hank, he asked, with⁴¹ a touch of embarrassment, "Want to see a picture of a girl I met up at the Riley's last week end? Think she's⁴² pretty?"

Where Hank would have been merely polite before, he found himself waxing eloquent. In his plot-brimming mind,⁴³ Melissa was already Mr. Drake's fiancée, and no amount of praise of her beauty and undoubted talents⁴⁴ was too much to lavish. Mr. Drake was so warmed by Hank's enthusiasm on that first occasion that he⁴⁵ frequently mentioned Melissa; and every time Hank handed him those now familiar pale blue envelopes addressed⁴⁶ in a feminine hand, they exchanged understanding glances.

■ So, it was no surprise when Mr. Drake announced⁴⁷ to Hank that he'd be away for two weeks and would come back a married man. The first half of the mission was accomplished!⁴⁸ When Mr. Drake had been back a few days, Hank had very interesting news for him.

"Mr. Drake, I don't want⁴⁹ to be inquisitive, but I was just wondering if you and your wife have decided where you're going to live.⁵⁰ Oh, of course, I know you're staying at your old apartment for the time being, but you'll be wanting more space. And Mrs.⁵¹ Drake is really an outdoor girl, from what you've told me. Well, it just happens that I was visiting some friends⁵² in Connecticut while you were away, and I saw a wonderful old house for rent or sale when we were driving⁵³ around. It's set back under hugh oak trees, and there's one of those old covered wells for atmosphere, and the back yard slopes⁵⁴ right down to a real brook. You could even have your own tennis court. The minute I saw it I thought of you."

■ Hank's⁵⁵ tactics worked. The very

*CROSS INDEX

Each month BUSINESS EDUCATION WORLD presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in Gregg shorthand in the same month's issue of *Today's Secretary*. Through the use of the cross index given here, these dictation materials serve also as a ready key to shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

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next Saturday, Mr. and Mrs. Drake drove up to see the house and decided to rent ⁵⁶ for a while, with an option to buy in six months. But Hank couldn't help feeling a trifle guilty when Mr. Drake⁵⁷ complimented him, adding, "You know, Hank, you're making yourself absolutely invaluable; we'll have to see⁵⁸ about a little raise for you soon."

Hank's satisfaction reached a peak when he found that Mr. Drake actually⁵⁹ became a reformed character. He was busy at his desk early in the morning and plugged away steadily.⁶⁰ And, just as Hal had predicted, he now ran to catch the earliest possible commuter's train, with the promise⁶¹ of lovely evenings in the country.

One Monday morning about a month after this transformation, Mr. Drake⁶² buzzed for Hank, who appeared briskly with the thought that perhaps his raise had come through. Mr. Drake had

news all right, but not⁶³ the news Hank had been hoping for.

■ "Well, Hank, I have a surprise for you! You're to have a new boss shortly. I've just been⁶⁴ promoted to the job of managing our Detroit branch office! From there, I'll be going right on up the ladder.⁶⁵ I guess getting married settled me down. Used to be sort of restless, maybe even a little lazy. But nothing⁶⁶ will stop me now!"

"Congratulations, Mr. Drake! That's really wonderful, and I wish you every success.⁶⁷ But, tell me, who will be your successor here? I was enjoying so much working for you!"

"Oh, you'll like Bob Weston,⁶⁸ Hank. He's a young chap—a bachelor—lives right in the city. He'll be going places, too, and you with him."

"Thanks⁶⁹ for your confidence in me, Mr. Drake," Hank managed, with a weak smile. "I'll certainly do my best for Mr. Weston." (1380)

it jumps up too high (you've got it set on red); the ribbon is blurry (too²⁴ heavily inked for your purpose). Of course, if you've threaded it improperly, it's bound to jump out of the ribbon²⁵ carrier or get tangled up or twisted.

Do these sound like ridiculously simple things that surely *you'd* never²⁶ do? Well, they're still the things that account for most of my service calls.

■ Sometimes it's impossible to install a²⁷ ribbon on a machine unless it's made especially for that machine. For example, an Underwood requires²⁸ that a small grommet be at the end of the ribbon to activate the ribbon reverse. (You *can*, however, tie²⁹ a knot in the ribbon at that point to take the place of the grommet, if the only ribbon you have is not so³⁰ equipped.)

Then, when cutting a stencil, be sure to get the ribbon disengaged. Most modern machines have a stencil³¹ setting on the ribbon control for that purpose, but service calls indicate to me that some typists don't know what³² it's for.

When you tell me your typewriter "crowds" the letters, which in a more advanced form is called "piling," it's almost³³ always due to a sudden burst of speed on your part, usually on a letter combination you know³⁴ particularly well, such as the *th* combination, or *sh*. The usual remedy is again found in the³⁵ typing manual—type evenly, with rhythm, and letters won't crowd or pile.

Then there's the little matter of type³⁶ bars jamming together. True, some machines are more likely to do this than others; but, in nearly all cases, if³⁷ the typist will remove her fingers from the keys as soon as possible after hitting the letter, the keys will³⁸ not jam. This is particularly true of portables.

■ Often, I find that a typist expects a new machine³⁹ to be perfectly flawless. As one who works with things mechanical, I'd like to point out that most mechanisms are subject⁴⁰ to maladjustment. Just as a new automobile or home appliance or machine may need minor adjustments⁴¹ to take out the kinks of newness, so will a typewriter occasionally need a bit of adjusting. If⁴² you expect perfection in anything mechanical, you're being most unrealistic!

Typewriters are⁴³ constantly being improved, just as are other mechanical devices; but the human element is present,⁴⁴ too, and that's an unpredictable factor that usually has to be remedied by other human beings.⁴⁵

But please don't shut me out of your life, Miss Secretary. I'm still in the business; and, if it's something I can⁴⁶ do, give me a ring. I guess I love you in spite of the way you exasperate me at times! (937)

A Typewriter Mechanic Talks Back

ANONYMOUS

■ Dear Miss Secretary:

I have only one regret in writing this on my own typewriter. I should like to write it¹ on *yours*—to prove that it doesn't, as you constantly complain, *always skip*!

I don't mind cleaning the fingernail polish² off the key buttons, digging the eraser dirt out of the machine, tearing loose the Kleenex that has jammed in³ its inner bearings. But I can't stand being treated like a plumber who has just come up out of a manhole into⁴ the midst of a formal tea party.

Just because I wear these overalls and look worried is no sign I'm not⁵ human.

But, doggone it, the reason I have to hide behind that little name, "Anonymous," is that simple business⁶ reasons won't let me tell you that some of these things are your fault. Maybe, if I can get a few things off my chest,⁷ I can find it in my heart to be friends again.

■ The tips I can give you are mostly simple but, oh, so important!⁸

For example, I've made three service calls this week when you've said, helplessly, that your typewriter "wouldn't print."

In⁹ all three instances, the reason it wouldn't print was that someone had set the ribbon on "stencil." No ribbon in¹⁰ place—no printing. Simple as that.

Then there's that old chestnut—the machine s-k-i-p-s. That's not so simple.

Because it may be¹¹ due to a number of things, and one of them may be *you*. Of course, again I can't tell you that you're a bum typist.¹² If I try hard enough (me and my 18 words a minute with a greasy palm) I can make *any* machine skip.¹³ Uneven touch and lingering on the keys too long will do it. But did you know that one of the common reasons¹⁴ for a machine's skipping is a wobbly table? If your stand jumps around, that little bit of jiggling is enough¹⁵ to set anyone's touch into a skippy tap dance. The remedy? Another table, of course.

"The type is¹⁶ blurry," you sometimes tell me. I can't dig up your old typing manual, which tells you that type needs frequent *cleaning*,¹⁷ with a brush or with liquid solvent. But I seldom find a machine with type cleaned often enough—especially¹⁸ if stencils are being typed.

■ Ninety per cent of the mechanical difficulties I am called on to repair¹⁹ are due to eraser dirt that you have flicked with gay abandon around the workings. Sure, you know about moving²⁰ the carriage away from the type basket when you erase; but this time you're in a *hurry*. So, bits of rubber and²¹ grit go scurrying into the moving parts, waiting for me.

And, if it isn't mechanical ("it's sluggish, it²² sticks, it types unevenly, it jams"), it's pretty sure to be something about the *ribbon*.

The ribbon won't reverse²³ (you haven't attached it to the spool right);

(Continued from page 135)

is to give an exaggerated demonstration of the time lost in copying by the hunt-and-peck method and the danger of skipping lines or words, with the consequent typing over of the entire page. As a last resort I tell the student who insists on using the peek-and-peck system that he will be given credit for work turned in only if he uses the touch method.

• We now know that no harm is done, in the beginning stages, in permitting the students to look at the keyboard when they have forgotten a key location. It must be emphasized that they may look *not* to be sure of hitting the right key, *but only* because they have *completely* forgotten its location. The student should be told *not* to look if he has any idea of the location of the key.

Usually if the student is permitted to look when making a reach for the first time, he will not be tempted to look later.

■ **Fallacy No. 6: "Prowling"**—Webster defines *prowl* as ". . . to move about or wander stealthily, as a wild beast looking for prey." Unfortunately, in grammar school and high school the reason implied in that definition is often the only reason some teachers do leave the front of the room. As a consequence, students become very nervous the moment they are aware of the close presence of the teacher. I myself have been guilty of wandering around the typing room attempting to help students. In many cases students have told me that my presence made them nervous, that they could not type while I stood looking over their shoulders.

If observing the student's motions and technique can be studied in no other way but by standing alongside or behind him, then *prowl* we must. But fortunately this is not so. Most anything of importance that the student is doing incorrectly can be observed from somewhere in the front of the room. In addition, if the student is doing something wrong, such as returning the carriage with the right hand or keeping his palms on the framework of the machine at all times, it is better not to call it to his attention directly, but merely to state that "some members of the class" are not performing properly and that this is the way they should hold their hands or return the carriage. In this way you will have accomplished your purpose without causing the student any embarrassment. Try demonstrating at frequent intervals just what it is you wish the pupils to do.

It has been my observation that the more you leave students unhindered, the quicker they will learn.

How Long Is a Minute?

Condensed, by permission, from an
INTERNATIONAL BUSINESS MACHINES
CORPORATION release

■ **How long is a minute?** Search your own experiences and you will certainly find examples of "long" and "short"¹ minutes. Did that minute in the dentist's chair go as quickly as the minute at the soda fountain? You wish it² had, but it didn't.

This brief test shows that a person's own conception of time's passage is not always reliable.³ If time, as the textbooks say, is "measured duration," we are faced with the problem of how to measure it.

No⁴ one is quite sure just when man began to mark off Father Time's steps—some say it all started about 6,190⁵ years ago back in ancient Egypt—but it is a good guess that our earliest ancestors took⁶ advantage of that greatest of all timepieces, the sun, 93,000,000 miles away from them. By the shadows⁷ it cast along familiar landmarks, the caveman probably marked the passing of his day.

In less sunny climates,⁸ other methods had to be devised to tell the passage of time. These included candles marked to tell the hour being⁹ melted away. Burning candles being too inconvenient to carry in their pockets, our forefathers also¹⁰ developed the portable hourglass, in which the sands of time flowed so swiftly!

■ **The first time-telling device** of¹¹ a true mechanical nature is reported to be a contrivance with gear wheels invented in Egypt¹² 140 years before the birth of Christ. This was operated by water power. Eventually the¹³ gear-wheels principle was combined with a twelve-hour circular "face" and the result was a device that looked very¹⁴ much like our modern clocks. The Romans used these "clocks" both as household and commercial timepieces, and they were official¹⁵ timers in the Roman Senate. One of the tasks of Senate attendants was to keep an eye on those clocks that¹⁶ timed the speakers who held forth before the Senate. Since time allotted each speaker was strictly limited, it was¹⁷ the practice of some of these early politicians secretly to add mud or oil to the clock water to slow¹⁸ its dripping rate, thereby giving them more speaking time. The art of the filibuster evidently is no modern¹⁹ invention.

The next stage in clock development was the substitution of weights for water power to move²⁰ the pulley and gear attachments. The pendulum of

Galileo, and other major developments by the²¹ English astronomer, George Graham, improved the timepieces of their day; and, finally, by 1800, the²² groundwork had been laid for the accurate time-telling clocks and watches we have now.

■ **The telling of time** eventually²³ became so important that cities came to hire "watchmen" to announce the hours to the good citizens who²⁴ didn't own a timepiece. This town crier or watchman has disappeared from the scene, but one token of his job comes²⁵ down to us in the name we give to a small clock: the "watch."

With the increased use of clocks by business, science, and the²⁶ professions, the need was recognized for setting up a time standard to give a single positive measure of²⁷ time for clocks around the world. The fixed stars have long provided positive measure of Mother Earth's rotation. By²⁸ checking its rotation with one of those great flaming suns deep in the heavens, we can compute time accurately²⁹ to 1/100th of a second. The place where time is so measured is the U.S. Naval Observatory³⁰ just outside Washington, D. C.

All of us are aware that the need for accurate timepieces arises³¹ in every phase of man's work, and when existing clocks cannot meet the need, man finds others. He has done just³² this to attain the superaccurate time measurement needed today in modern science where terrific³³ velocities are dealt with. The measure: an atomic clock—of course—so accurate that it would take 3,000,000 years³⁴ for it to gain or lose a second.

Today, your time problems may be such that they are solved not by an atomic³⁵ timepiece but by an occasional glance at your watch or the clock hanging outside Smith's Drug Store. Mr. Smith, the druggist,³⁶ knows, however, how essential time is to all of us. As a good businessman, he buys a clock and frames it³⁷ with neon lights that spell his name and tell his business. Smith wants to attract attention to his store, but also to³⁸ supply accurate time. And, if the clock is a good one, it will reflect the dependability of the³⁹ merchandise he offers.

■ **If you work for an hourly wage**, time is of direct economic importance to you⁴⁰—just as it is to Mr. Smith. Here in America, many of our plants are spread over thousands of acres⁴¹ and many of our firms are housed in tall skyscrapers. Co-ordinating all the clocks, recorders, and signals in⁴² a rambling

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auto factory or furniture plant, for instance, can be a problem. If you worked for such a firm,⁴³ you'd want the five o'clock whistle to blow in your part of the office exactly on the hour. If you were on⁴⁴ overtime and the clock lagged behind the correct plant time, it would mean money out of your pocket. And, if the clocks ran⁴⁵ fast, losses to the firm in production and money would occur.

Time systems providing one standard of time throughout⁴⁶ a plant or building have been used for several years. They regulate not only clocks, but time recorders—"stampers"⁴⁷—and that all-important five-o'clock whistle. Regulating all of these are master controls. Until a short⁴⁸ time ago, the master controls had to be connected to each unit in the system by special control wires⁴⁹—a costly and cumbersome operation.

Research engineers began to look for the solution in the magic⁵⁰ field of electronics. The result is a time system that

promises new standards of accuracy and⁵¹ freedom from time failure. This electronic system operates on ordinary AC wires through a master⁵² control that corrects each unit to the second. If a subsidiary time unit—a time clock in the shipping⁵³ department of a factory, for instance—stops or slows, the master control transmits to it an electronic⁵⁴ pulse. The pulse immediately causes the clock to adjust itself to the master time, and shipping-department⁵⁵ employees are assured that the clock in their department has recorded every second of their work.

It⁵⁶ has been found, too, that there is a psychological value in time indicating. A recent issue of the⁵⁷ Supervisor's News Service carried a story pointing up the benefits of the much-criticized habit of⁵⁸ "clock watching." It is not a bad thing to have a platoon of clock watchers in an office, the writer declared.⁵⁹ According to him, most people glance at the clock to pace themselves at their work. In other words, they clock themselves and their⁶⁰ tasks to accomplish as much as possible.

■ To prove his idea, the supervisor ordered more clocks for his⁶¹ department so more people could watch them. Then he gradually increased individual assignments in one⁶² of his sections. This added work was done without a hitch because his people paced their work in accordance with their⁶³ time. Other supervisors have since followed the pattern—with similar results.

Perhaps one reason the idea⁶⁴ was so successful was that it gave the office workers a chance to exercise that very human impulse⁶⁵ to "keep track." Whether we count the number of blocks to the morning bus or the number of beams in our high school football⁶⁶ stadium, we all like this game of "keeping track." And it is not only fun, but it also is efficient⁶⁷ to "keep track" at work . . . for, as time flies, so do the tasks of each hour.

Have the minutes passed swiftly as you transcribed this⁶⁸ article about time's passage? (1366)

Junior O.G.A. Test

Dear Janet, You missed a good time by not coming to the barn dance Saturday night. It was such a hit that the club¹ is holding another affair in two weeks. We had a real hillbilly band. Most of the crowd wore jeans and gay plaid² shirts, which made it very colorful. Half the tickets for the next dance are sold, so let me know right away if you're³ interested in coming. Love, Elaine. (67)

November O. G. A. Membership Test

■ Power to grow in business depends upon vision. Knowing where we are headed, we can bend our energies and¹ our faculties toward reaching the goal. Power to grow is based also on power to learn. If you should stop studying² with the completion of this course, your power to grow, naturally, would cease.

Power to grow means intelligent³ and persistent effort directed toward increasing your knowledge of the business you are in. Everything⁴ relating to that business should be studied. First, the opportunities for larger service. If you are a⁵ stenographer, you would realize that the next step in your progress, perhaps, would be to make yourself a competent⁶ secretary. Your study, naturally, would be directed to the different phases of that field, and you⁷ would make plans to increase the scope of your activities with that promotion in mind. (155)

The Elevator Case

A story by Loid Michaels

■ Mark Evans is a practical joker. Unfortunately, many of the jokes for which he is best known among¹ our friends are jokes that he pulled on me. When I am with him, I always have my guard up; but, even when I see what² is going to happen, I can't stop him, it seems.

The other day he had lunch with me, and we talked about a big³ bank robbery that was then in the headlines of the papers. We returned to my office together. As Mark stepped⁴ on the elevator, after stumbling and bumping into other people, he suddenly began a strange bit⁵ of conversation that went like this:

"Mike, I don't know what to do with all this money." He jiggled the old brief case⁶ he was carrying. "I really don't. There I was, pulling out of my parking place in front of the bank. These two⁷ men came running out. They had guns. One fellow was carrying this old case." He jiggled the case again.

■ "Oh, shut up!"⁸ I growled. I saw what he was doing—pretending he had the money missing from the bank robbery. All the people⁹ in the elevator were stone quiet. Mark went right on.

"The guy carrying the brief case threw it into the¹⁰ front seat of my car. Then he must have realized that

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he had picked the wrong Ford. Mine is gray, you know. I was scared. The¹¹ guy shouted at me, and someone fired a gun. I was *really* scared. I heard a lot of shots. I stepped on the gas¹² and got out of there in a hurry, scared to death. Now I have this—"

The elevator stopped at our floor. We got out,¹³ leaving the elevator full of people whose eyes were popping. I flashed a glance at the elevator operator¹⁴ and winked. He grinned and winked back at me.

■ "Did I knock them cold!" Mark laughed, as we walked down the corridor and opened¹⁵ the door to my office.

"Some gag," I sighed. "We will probably hear a police car in two minutes." We walked over¹⁶ and opened the window over the street.

"No," said a strange voice behind us. Mark and I whirled.

Standing in the doorway¹⁷ was a man who had been on the elevator with us. "Even the elevator operator thought it¹⁸ was a gag," he said; "but I knew better. I'll take the bag. Hand it over." He had a gun in his hand, and he waved¹⁹ it to punctuate the sentence.

Mark's eyes popped and his jaw sagged. I guess mine did, too.

"That talk in the elevator²⁰ was just a gag," Mark said slowly, watching the gun.

■ "Hand over the brief case—it's mine." He gestured with his gun. Slowly²¹ Mark slid the case across my desk. The big fellow reached for it, took it by the handle, then began to back out the²² door. I heard the elevator doors opening, then closing, out in the corridor, as the big fellow waved the²³ gun again and said, "Keep nice and quiet, and nobody will get hurt."

"That goes for you, too, Bud," said still another²⁴ voice. A man in a plain business suit but holding a gun that was anything but plain stood behind the big fellow.²⁵ "Drop your gun," he said. It clattered to the floor.

"Nice work, Mr. Evans," said the newcomer.

"Joe, I thought you were going²⁶ to get here too late," Mark said.

"This is my office," I said weakly. "Someone might tell me what this is all about?"²⁷

■ "Joe is a detective," said Mark.

"And Mr. Evans has been pulling that elevator gag in half the offices²⁸ in this part of town," replied the detective, "as our one hope of locating this fellow." (576)

Key to the WWT on Page 136

1. (1) *September*, not *Sept.*; (2) 30, not 31.
3. (3) Insert comma after *Marlin*.
5. (4) Address incomplete. Insert comma and *Ohio* after *Cleveland*.
6. (5) Insert period after *Mr*.
7. (6) Strikeover in *contemplating*; (7) question mark, not period, at end of sentence.
8. (8) *rebuild*, not *re-build*; (9) *your*, not *you're*.
9. (10) Strikeover in *below*; (11) *equipment*, not *equipment*; (12) *Enterprises*, not *Enterprizes*; (13) *earned*, a one-syllable word, should not be divided at the end of the line.
10. (14) *world's*, not *worlds*; (15) *foremost*, not *formost*.
11. (16) *rebuilt*, not *re-built*; (17) *bulging*, not *bulgeing*.
12. (18) *testimonials*, not *testimoniels*; (19) *well done*, not *well-done*; (20) comma, not colon, after *reads*.
13. (21) *effected*, not *affected*; (22) no comma after *effected*.
14. (23) Insert a fourth period to indicate the end of the quoted sentence; (24) insert closing quotation marks after fourth period; (25) no comma after *bills*; (26) insert comma after *and*.
15. (27) Insert comma after *time*; (28) *really*, not *realy*; (29) question mark, not period, at end of sentence.
16. (30) *receive*, not *recieve*; (31) *regardless*, not *irregardless* (erroneous); (32) insert closing parenthesis after *purchased*.
17. (33) *dismantled*, not *dismanteled*; (34) *broken* is incorrectly divided at end of line—*bro-ken*.

18. (35) *nickel*, not *nickle*.
19. (36) *refinishing*, not *re-finishing*.
20. (37) *thorough*, not *through*; (38) *it's* not *its*; (39) *appearance* incorrectly divided at end of line—*ap-pear-ance*.
21. (40) *performance*, not *performedance*.
22. (41) *installed*, not *instaled*; (42) *guaranteed*, not *garanteed*; (43) strikeover in *defects*; (44) no comma after *defects*.
23. (45) Indent at beginning of paragraph; (46) *completely*, not *completly*; (47) *equipped*, not *equipt*; (48) *handle*, not *handel*; (49) insert hyphen after *light*; (50) insert hyphen between *heavy* and *duty*; (51) insert hyphen after *hand*.
25. (52) *x*, not *by*, between 7½ and 15; (53) insert " to represent inches after 15; (54) strikeover in *available*.
26. (55) *A.C.*, not *AC*; (56) *D.C.*, not *DC*; (57) *permanent*, not *permenent*; (58) *showroom*, not *show room*.
27. (59) *Won't*, not *Wont*; (60) *experienced*, not *expereinced*; (61) *personally* incorrectly divided at end of line—*per-sonal-ly*.
28. (62) No hyphen after *personally*; (63) question mark, not period, after *plant*; (64) *believe*, not *beleive*.
29. (65) *profitable*, not *profitible*; (66) no comma after *profitable*.
30. (67) *convenience*, not *convenceince*.
31. (68) Insert comma after *prefer*.
33. (69) Period, not question mark, at end of sentence.
34. (70) Insert comma after *yours*.
35. (71) *Foremost*, not *Formost*.
36. (72) Insert dictator's and transcriber's initials; (73) *Manager*, not *manager*.

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Wits and Wags

■ A man walking along a dirt road came upon a stranger who was shoveling dirt away from the wheels of his car, which was stuck in a mud hole.

"Oh," said the man, "trying to get your car out of the hole?"

The stranger, with a wry smile, turned and replied, "No, my car just died here, and I'm burying it."

■ "Can I get on a No. 6 bus before it starts?"

The tired information clerk answered, "You'll find that it is easier to do it that way, madam."

■ Pat and Mike, while walking through the woods, saw a bobcat up in a tree. "I'll go up and chase him down, and you catch him," said Mike.

"O.K.," said Pat.

So Mike climbed the tree and drove the cat down. Seeing that Pat was having quite a time with the animal, he called down and asked: "Say, Pat, do you want me to come down and help you hold him?"

"No, I want you to come down and help me let him go."

■ Sergeant: Why is it important not to lose your head in an attack?

Recruit: That would leave no place to put my helmet.

■ "Now, boys," said the teacher, "if we are good boys on earth, when we die we will go to a place of everlasting bliss. But suppose we are bad. What will happen then?"

"We will go to a place of everlasting blisters," answered a youngster at the bottom of the class.